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KINDERGARTEN MAGAZINE



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AMALIE HOFER, Editor

Vol. XI--September, 1898--June, 1899

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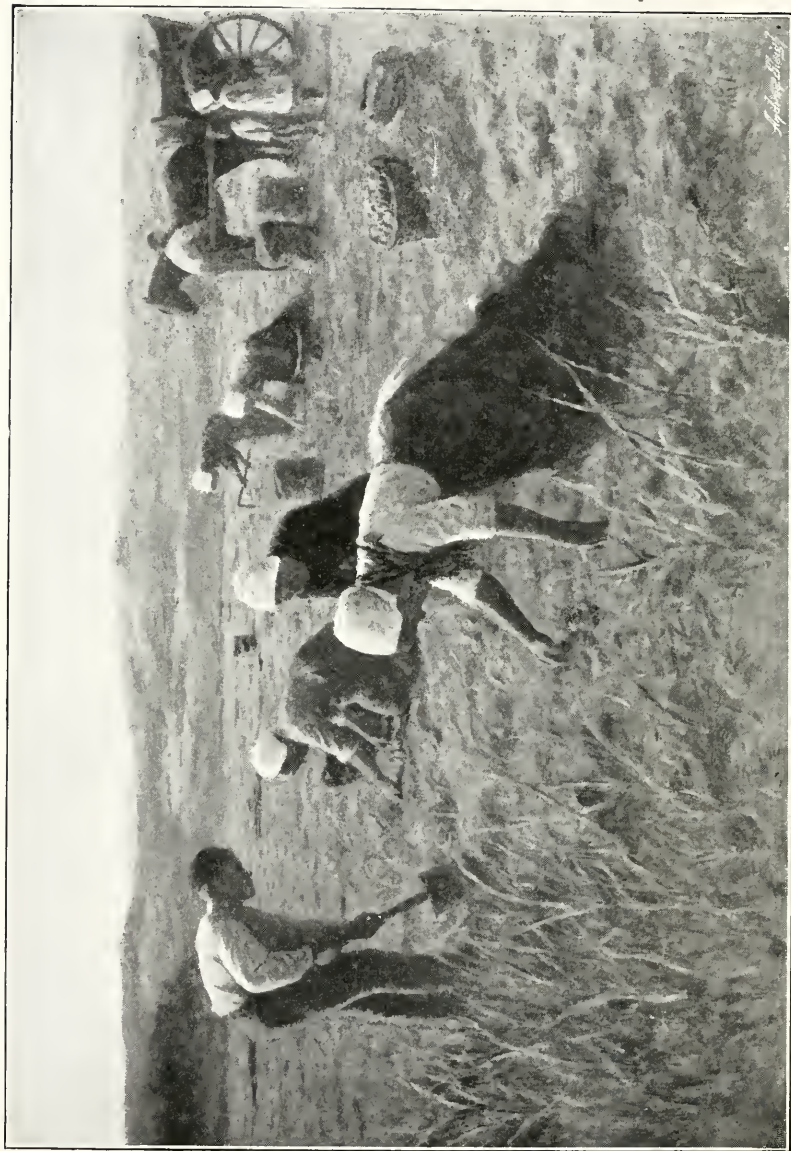
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WOMEN IN POTATO FIELD.

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KINDERGARTEN MAGAZINE

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NEW SERIES.

THE DEVELOPMENT OF THE INNER LIFE OF THE CHILD.

MRS. MARIA KRAUS-BOELTE OF NEW YORK.*

IMPROVED infant education commences on a natural, i. e., logical basis, ideas being abstracted from perceptions, becoming thus the product of the individual's own mental activity, developing originality instead of becoming "blind consent" to the ideas of others. Clearness of mind is needed in order to reflect on the intelligent productions of thought and work of others in order to appropriate them individually. The foundation for this should be laid during the first years of the child's life. The same law of nature manifests itself in all organisms "undergoing a certain series of changes," leading, according to the characteristic of the organism, to like ends, i. e., producing "like form." Man alone is endowed with a free will to accept, to reject, to improve and ascend, or to disregard and lower himself. This capacity is found in the race and in the individual; without it education would have no basis. Its aim is "self-knowledge," and it is aimed at with more or less success.

The characteristics of mankind are reflected in the play of children. At first instinctive life is predominant in the young child. Education "steps in" to modify, to moderate, to exercise, to guide and assist, to lead "by example"—showing "that will power has a higher aim than individual well-being alone"—leading the child to become conscious of the highest expressions of the human being as an individual by

* Read before the N. E. A. at Washington, Kindergarten Section.

acquiring "self-reliance, independence, and freedom"; letting him perceive that love not only in the narrow circle of a few should hold him, but that his love should grow strong within him (even though it would be by sacrifices) to extend to mankind, thus reaching up to the love of God. As in the "form world" of God's creations, so also in the mental development "a natural series of events" must take place in order to reach the corresponding idea of the mind.

For this end certain means are to be given by which not only to prepare and accustom the mind to logical thinking, but to assist equally the natural functions of the soul correspondingly from without, doing away with "mere educational instinct." In order to surely reach the aim, the child should be given "free choice" within certain limitations. The child, giving his attention to all actions performed, or objects formed, evinces the pleasure of "doing for himself." His native curiosity will become a great factor in the proposed intelligently guided play, or play-work. Whether instinctive manifestations, or natural impulses, serving for the development of all creatures, the natural development in the child is to be aided by supplying, from the earliest period, external conditions favorable to healthy growth. Thus, for instance, nursery songs Froebel would not have less natural and fond, but wisely turned into a means of strengthening the yet weak limbs and equally healthfully feeding the receptive mind.

First impressions on the mind Froebel would give by a few typical objects marking contrasts, yet harmonizing in combination. The mind receiving clear impressions will later on develop them into clear conceptions by reproducing them in intelligent acts. All of Froebel's educational means are based on this; and the child, as he investigates or originates a form or figure, merely by slight but orderly changes in the material given him, learns that in forms of use, beauty, or knowledge the symmetry of the whole always depends upon the exact arrangement of the parts. The child is not expected to comprehend this, nor is he even told of it as an "abstract law."

All science is based on experimental knowledge.

The child's knowledge is experimental.

In dealing with the fundamental forms of nature, and constantly (though unconsciously) using the fundamental law by way of arrangement, classification, and combination, these become "life elements," and thus a broad foundation is being laid for liberal culture. There is the harmonious blending of play and work, of freedom and order, of individual rights and social duties, aiming to impress on the child's mind the general properties of things rather than varieties of form, always dealing with it in the most elementary manner, thus standing out as "archetypes of ideas." Our thoughts may rise to the "loftiest heights"—their roots are ever found in the material world. The "point" and "aim" are that the proposed play materials and work, the games, songs, stories, sand and garden work, or whatever may be used, should be regarded as means only to reach the child so as to influence his character, his morals, his mind, heart, intellect—the child entire.

The child's natural, free development makes itself known in an activity of his senses, limbs, and body, the strengthening and development of which lead to their uses: from the impression to the perception of things; from the perception to observation and contemplation; from acquaintance with individuality and knowledge thereof to a recognition of mutuality; from the healthy life of the body, senses, and limbs, to the healthy life of the mind; from action united with thought to the pure thought; from healthy, strong sensation to the thinking mind; from the outer conception to the inner comprehension; from the outward grouping to the inward comparison and judgment, thus rising to the development and cultivation of the intellect; from the outward apprehension of phenomena to the inner examination of their foundation and cause—to the development and cultivation of the "life-grasping" reason. The clear image of the individuality of each nature will appear to the child at a later period, in furtherance of the education of his mind and soul, and finally he will grasp the idea: first himself,

and then the whole of which he is a part, being thus led—from the thing to the picture, from the picture to the symbol, taking hold of the nature of a thing as a spiritual whole. This is the development of the ideas of individuality and wholeness as conceived by Froebel, life becoming the revelation of the unity of nature and mankind, which means “oneness of God.” “A little child shall lead them” is as true today as it has been, and ever will be.

The child, as a bud on the “everlasting tree of life,” must, like the first cause of existence, shape his being “out of himself” by creative activity; and he must be so guided, “that the bud may throw out roots which will strike into the everlasting life,” and that “in the fruit of his doing and living the divine and human may appear again in unity, i. e., that actions may spring from his inner being to the honor of God and the use and advantage of man.” Play, thus rightly understood, proves itself a means of assisting the inner growth of the child independent of formal instruction. Self-seeing, self-hearing, self-making, self-experience, self-thinking, these are the activities of the child, and rightly developed they are associated with happiness, gayety, and joyousness.

The child gradually acquires a number of intuitions without any so-called “intuition instruction.” As he develops during the first seven years of his life he learns to count and join numbers, but has no arithmetic lessons; he exercises the language of his country, and yet has no instruction whatever in language. Without singing lessons he learns to sing; without geometry he gains a knowledge of points, lines, surfaces, bodies, angles, etc.; without instruction in natural history he learns the difference of flowers, plants, trees, insects, birds, animals, stones, etc., keeping all within limitations. His religious feelings are incited without receiving any instruction in religion. No certain branches of science are discerned as regards these young children. All knowledge conjointly should be “as one great subject,” without separation, open to the little ones on all sides, that they may “reach out” in order to assimilate—take in—“ac-

cording to their need," as does the plant. The educational help given should consist merely in assistance, or rather, in supplying "food," as, for instance, for the sense of form, while—if the child were to evince the need for it—the sense of number may be nurtured in the next moment. Like the bee that flies from flower to flower, seeking food and finding it, so the child roves, so to speak, through different realms of science, passing some by without paying any attention, reaching out to others with perfect ease, in order to derive the necessary mental food.

While the school tries to hold the attention of its pupils for a given time in one or another certain branch of the field of knowledge, thus "holding on" to one power, giving this a prevalent direction before all others in order to raise the same in particular, the little child is left free, drawing equally, alternately, on all the mental powers, charging none too heavily, nor for too long a time. To follow one thought or merely one idea during an entire morning, week, or month, would seem contrary to "child nature" and the laws of the child's natural inner development. Each new effort of the child is followed by "recreation" in inciting a new power, by passing over to a new subject. In nature and in social life we find that within a short space of time ever new and varied elements are met with, following each other in quick succession, being subjected, and, as it were, accidentally intermixed, and "offered for absorption." Similarly education should deal with children under seven years of age. The element of free development should ever be predominant, as are the plants in Nature's garden. Care should, however, be taken that such "free development" does not diverge and become degraded to arbitrariness and mere "toying."

The child's free agency should be sacredly respected, while cherishing self-activity by sympathy, leading him unobservedly, by moral sentiment and reasonable thought. All the conditions for æsthetic activity should first be given; then free will, subject to intelligent motive, should be addressed, directing the same to proximate ends through ar-

tistic and useful work or generous social action. It is thought that each human being born into this world has an impress peculiar to himself, constituting his individuality. By education this may be modified or developed, but not essentially changed. The object is, "the realization of a faithful, pure, inviolate, and hence holy life." A quantity of meaning rests in these few words.

A child is a perpetually changing, growing, yet potentially complete human being; and stages of life, such as infancy, childhood, youth, manhood, etc., should not be so severed as to become unrelated. Each of these periods has a "culminating point" of relative completeness and beauty of its own. The more fully each stage is developed, the stronger will be each succeeding period of life. By gentle, gradual steps, through the crudest and simplest modes of sensual perception to the manifestation of divine beauty in art, and of divine truth in the word, has God led the children of humanity.

In the play of children of all times and nations we see the nature of mankind experienced. As birds build nests, so children in their play build houses or dig holes. As chickens scratch up the earth, so do little children's hands, until in their little gardens they have learned in play "how to till the soil, sow, and reap." Any chance-found material will serve for plastic forming—be it only moist sand. There is no art which is not attempted by children, be it "pictures in chalk or pencil," or lines drawn in the sand. The first cooing tones of the infant move rhythmically; later the voices of animals are imitated, until true musical sounds issue from the little throats. And with the rudiments of industry and art, the first germs of science show themselves also in the desire "to know." With the often repeated, why, how, and wherefor? the young mind strives to get to the bottom of things, to the fundamental truth, to their source in God. It is a fundamental necessity, that the development of the individual should go through the same phases as that of the race, for both have the same end before them. "Joy, peace, and freedom," as Froebel ex-

presses it, "are sought by mankind; this can only be reached through the fulfillment of man's destination, which is the full development of the entire human nature.

At the beginning of his existence the child of nature rules in "man" as instinctive life, as an impulse which awakens the will—at first only as an ungoverned force of nature. Self-preservation is almost exclusively the unconscious object of all childish utterances. Education moderates this instinct, and by the exercise of his capacity for "loving," the child is guided out of the narrow range of personal life into that of the child of humanity, i. e. the social being who constitutes a member of human society; and here feeling and reason will guide the will power, lifting to a higher aim than "mere personal well-being." Self-reliance, independence, and freedom are the highest stamp of the child of humanity as an individual. Almost all progress in the world is the result of that feeling of independence "to create for himself an independent existence," a respected position in society. So long, however, as man considers only himself, or even the wider "self" of his family, so long "the child of God" still slumbers within him. Love must drive him forth into the larger community of the nation and the race, in order to devote himself for the benefit of the whole, and thus, by entering the service of mankind, he has entered the service of God; has become a "child of God" in simplicity and piety.

It is well known how detrimental premature schooling is to the sound development of body and mind; how it destroys all freshness and pleasure of learning. Up to the seventh year the child should not be so much instructed, but instead, his faculties and intelligence be developed by activity and observation in favorable surroundings.

The point is to guide and influence the child to see correctly, to listen intelligently, to acquire correct notions, to be interested in everything that surrounds him; he should be observant, able to express himself clearly, to develop his inventive and constructive faculties; habits of order and cleanliness should be inculcated, a taste for labor, and love

of goodness should be acquired, for they form the basis of æsthetic and moral education. It is not the value as knowledge, but the acquisition to observe, to think, to express one's ideas that is important; it is the harmonious development and cultivation of all the intellectual and bodily powers of the child, leading him to become conscious of those powers, and to make use of them; and by intercourse with children of his own age he learns to become happy, sociable and peaceable. Intercourse with others of the same age, under supervision of intelligent and sympathetic adults, who render help at the right time and at the right point for the development of the child's nature, is necessary.

The human energies need to be utilized—inducing activity instead of restraint. Sedulous attention should be paid to the effect of employment on children of different temperaments. "The fall from childhood's paradise begins painfully early in these modern times." By forcing the child out of his unconsciousness, by demanding of him reflection, by checking the joy of his receptiveness by too much teaching, we spoil the divine teaching of God and nature, says Froebel. "Let the child remain for a time ignorant of himself, live naturally, and drink in his wisdom and his religion from the influence which God makes play around him."

"Make the bridge from the cradle to manhood just as long as you can, leaving the child a child as long as possible, not forcing him into premature development by intelligence, or by anything else. Let him be a child, and not a little ape, or a man running about the town "

Ratich, Francke, Locke, Basedow, Pestalozzi and Froebel based their systems of education on the principle of observation by the senses; the latter introducing into his method the spirit of self-activity. "A good and proper beginning implies the end," says Diesterweg, one of the most distinguished educational writers and teachers in Germany of the present century, who regarded the principle of self-activity in the service of the true, the beautiful, and the good, as the aim of all education.

ANNUAL CONVENTION OF THE N. E. A. DEPARTMENT OF KINDERGARTEN EDUCATION.

THE Kindergarten Department came to order at the Calvary Baptist Church, in the city of Washington, at three o'clock of the afternoon of July 8, 1898. The president, Miss Mary McCulloch, conducted the sessions with great success, introducing Mr. B. Pickman Mann, chairman of the local kindergarten committee, who welcomed the visitors with an altogether appropriate and significant address, as follows:

Madam President, members of the National Educational Association, and friends of the kindergarten: The National Educational Association holds its meeting at the national capital this year, for the first time in its history of twenty-seven years. The Kindergarten Department of this association is of younger growth, having been organized in 1885. By a pleasing coincidence the kindergarten in Milwaukee dates back to the same year. In 1870 so much interest in the kindergarten had been excited in this country by the labor of Miss Elizabeth Palmer Peabody and others, that the recently established National Bureau of Education was plied with numerous inquiries for definite information about the system, which the Hon. John Eaton, commissioner of education, invited Miss Peabody to come to Washington to answer. As a result came the demand for the establishment of a kindergarten here, that its work might be seen by the national legislators, and Miss Peabody induced a young lady, Miss Mary Hooper, to open this pioneer kindergarten. From that day to this private kindergartens in some form have been maintained in the District of Columbia, and for many years a varying number of free kindergartens have been maintained at private expense.

It has been a cause of intense gratification to me that at last these endeavors have reached their fruition. Hardly one week has passed since the signature of the president of the United States, attached to the District of Columbia Appropriation Act, made the kindergarten an integral part of the public school system of the district.* By direction of

*See account of the passage of this important Act in Department of Reports and Progress of Kindergarten Movement in this issue —EDITOR.

the Columbia Kindergarten Association I prepared a memorial last spring for presentation to the United States Senate. Incidentally I then learned that public kindergartens had been established in nearly one hundred and fifty of our larger cities and towns. The significance of this wide adoption of the kindergarten is great beyond estimation. The kindergarten serves not alone directly, but to a still greater degree as yet indirectly, in modifying the accepted school systems. Its principle of appeal to nature, and, most of all, its influence in directing attention to the nature of the child, will open up an avenue to progress as yet little trodden.

Great reforms move slowly. The inertia of the masses of the people cannot be overcome except by the accumulation of force. During the past twenty years many children have grown up whose early years were spent in kindergartens. Their lives exemplify the effects of kindergarten training. They have now reached the age at which they are among the determining factors of the character of our nation. They are more receptive to the ideas embodied in the kindergarten than their fathers and mothers were twenty or thirty years ago. I attribute to this a part at least of the progress which the kindergarten is now making toward general adoption. This progress is, I believe, destined to continue at an accelerated rate for the same reason.

One of the most far-reaching reforms in education which we owe to the kindergarten idea is that of the cessation of the endeavor to impose dogmatically upon children the conclusions of their elders. Unfortunately this reform has not penetrated deeply even yet into the schools, and often the professed kindergartners are devoid of this fundamental idea, and so are false to their professions. This National Educational Association affords an opportunity for kindergartners to come into direct relation with each other on a scale commensurate with the vast extent of our country. The leading ideas of the conference this year are the kindergarten idea and kindergarten ideals. We are all indebted to you for the feast you have prepared for us. We welcome the visiting kindergartners to Washington!

Miss McCulloch responded to the address of welcome with hearty words of appreciation. Those of the guild who were not present in body, but read the address of Mr. Mann, may well give three cheers and a "thank you."

Miss Elizabeth Harrison, though in the city of Washington, was unable to read her paper on "The Value of the

Ideals set forth in the Mother-Play Book." Her valuable contribution to the program was read by her niece, Miss Grace Fulmer, one of the ablest teachers of the Chicago Kindergarten College. After an eloquent tribute to Froebel and his germinative Mother-Play Book, Miss Harrison's paper continued:

Let us turn rather to the help that it gives to mothers and kindergartners in solving their practical problems, in order that we may disabuse your minds of any unfair prejudices which may have arisen from a mistaken idea that it is the fine spun theory of a German philosopher, or the beautiful dream of a poetic idealist—of very little use to the average American mother. The truth of the matter is that it is of more real value to the mother with the everyday problems of the family upon her hands than any book I have ever studied. It deals with incidents universal enough to have taken place in the life of any child, and which do occur in the lives of most children, and shows the full significance of the seemingly insignificant manifestations of the experience of childhood. A glance through a half dozen of its plays and songs will prove this to be the case: a child fresh from his morning bath is spontaneously tossing his limbs about; a mother playfully teaching her child to sit alone; a group of children are testing the power of the wind by flying a kite, or running against it with a paper windmill; the baby is peering into its empty cup to see if all the bread and milk are gone; a child is testing a juicy plum or biting a sour apple; a mother is teaching her little one how to smell a rose by smelling it with him; a child is interested in the swinging of the pendulum of a clock; a baby is learning to play pat-a-cake with its little hands; some children are feeding the chickens; a boy reaches his hands into the water to seize a fish that flashes below. These, and like simple incidents, are the text from which Froebel preaches to us some of the deepest and most profoundly spiritual sermons ever preached by prophet, priest, or sage.

Let us now turn to the ideal environment held up by this apostle of childhood as the fittest and most wholesome surrounding for the unfolding of the power within, as well as the absorption of power from without. In almost every song in the book the mother is the child's companion, not simply that she may attend to his bodily needs and protect him from harm, but she aids his every effort at self-expression, as well as his every attempt to increase his knowledge

of the outside world. Nay, more—she must so understand the spiritual meanings of these efforts that she will lead him past failure to successful expression of what is stirring within, to definite knowledge of what is reached for from without, realizing that all endeavor, all aspiration, is the voice of God calling to the human soul to overcome its present limits, to come up higher. If the mothers could only once read this transcendently beautiful volume of the child's soul, written by the hand of God Almighty himself, we would never again hear of the drudgery of baby-tending, the narrowness of domestic life, the self sacrifice of motherhood. The first would be transformed into the office of the high priest attending upon the shrine within the holy of holies; the second would be entrance upon a course of culture, of both intellectual and spiritual growth, the like of which no university in the world furnishes; the third would be the glad exchange of a life of trivial pleasure and non-essential occupations for the highest and holiest and most lasting joy that comes to the human soul.

A noble woman once said to me, "I never make a sacrifice; I always weigh the alternatives and choose the higher. Surely that is no sacrifice." Could every mother look at motherhood in this way she would soon see that she was merely giving up external, oftentimes unsatisfying activities, that she might accept the deep, rich satisfaction of an inner life at one with the Divine—co-worker with God. I do not mean by this that unnecessary sacrifice of health or strength or time or intellectual growth or social pleasure is to be made; but rather that all these should be so understood and used that she may be the better and stronger for her great work. I know of no other book which will so uplift and inspire the mother's heart, until she is able to accept just this view of her calling as does this Mother-Play Book.

I can but briefly touch upon the ideal set forth in this remarkable book as to the deepest and most profound of all relationships—that of the human soul with the Divine source of its being. For after all, no matter what our external activities or achievements may have been, nor what prodigious growth our human relationships may have attained, when the great, deep crisis of life comes, be they of joy or of sorrow, each human soul stands in its inmost chamber—alone with God. Hence the most vital of all questions is the one, "How shall we so train the child that he shall rise into a clear consciousness of his oneness with God."

At the close of Miss Harrison's paper, a communication from Dr. W. N. Hailmann, president of the Elementary Department, was read, urging a joint session of the two kindred departments on the afternoon of Tuesday, July 12. The suggestion was received with enthusiasm, but no action taken.

"Children's Gardens" was the subject of a refreshing paper by Dr. Jenny B. Merrill, supervisor of New York City public kindergartens, from which we cull the following items:

Someone has said, "Kindergartners want the earth." Yes, that is just what will content us, and the children too—a small patch of Mother Earth, where each child may have his own little garden bed, where he may raise a few flowers and a few vegetables; where he may handle a spade, rake, and hoe; where he may delight, if possible, in a watering-pot, a trowel, a wheelbarrow; where he may dig and plant; where he may watch and wait and reap. It is not only figuratively, but literally, that "*kindergartners want the earth.*"

By way of encouragement, I have secured a number of interesting letters that tell of efforts being made, even in our larger cities, to have at least a few out-of-door gardens. One of the most interesting and encouraging letters is from a kindergartner in St. Louis, who, with the help of eighty pairs of little hands, transformed an old brick-paved yard, 12 x 24 feet, into a real, live flower garden. This yard had been a playground for many years in the lower part of the city where little children came from crowded tenements. The children loosened and removed the bricks, afterwards using same as boundaries. They made the beds, transplanted vines from the kindergarten room, planted seeds, trained vines, and took turns in watering the garden. Miss Williams, supervisor of Philadelphia public kindergartens, reports twenty out-of-door gardens. Miss Alexander, supervisor of Chicago public kindergartens, writes that patches of ground are being offered to suburban kindergartens in Chicago, and she takes it as a good omen that garden tools are becoming a part of kindergarten supplies. Miss Pouls-son writes of her interest in this subject, and adds that the city gardener of Boston fills any school window boxes that are brought to him, if they have holes bored in the bottom. Baroness von Bülow writes: "In Dresden we have many little gardens; we do not think a kindergarten a real one—

without at least a small piece of ground where the children can have little beds." Mrs. Maria Kraus-Boelte also writes of her experiences in England, Germany, and America, where she has had the ideal gardens of Froebel. In a small yard back of her house in New York City the children raised radishes, pease, beans, salad, watercress, mustard seed, cucumbers, wheat, rye, potatoes, etc., each child choosing his own seeds. There is a story told of a little boy who, on being taken to a kindergarten, was disappointed. "Why," said the little fellow, "it isn't a garden at all!" Let us pledge ourselves, wherever possible, to remove this reproach during the coming year.

In closing the paper Dr. Merrill added the following questions: "In some instances, may not a little plot of ground a little distance from the school be secured? Are there not mothers living near some of our kindergartens who will open their yards to a kindergartner, or to the neighborhood children?"

Miss Mari Ruef Hofer followed with a short paper on "A Child's Song." We reprint here a group of her epigrammatic statements which cannot fail to reinforce the kindergartner's musical convictions:

To make Johnnie's eyes sparkle and little Mary's heart run over with joy, is the first practical use of the kindergarten song.

The kindergarten song must give a great deal of pleasure first, and then it may instruct a little afterwards.

A child's song should not theorize or promulgate doctrines.

A child absorbs a song like air and sunlight. He rejoices in it as in a natural element.

In a song he sees himself in perspective.

To relegate music to mere mechanical utilitarianism in the kindergarten is sinful and desecrating to both music and child.

The paper was closed with the singing of several new and typical children's songs by Miss Hofer.

Miss Susan P. Pollock, principal of the Froebel Institute of Washington, discussed "Ideal Play in the Kindergarten," opening her paper with the following quotation: "He who helps a child helps humanity with a distinctness, with an immediateness, which no other help, given in any other

stage of their human life, can possibly give." Miss Pollock gave some interesting illustrations, as follows:

One of the prettiest plays I have seen was that played in a Louisville charity kindergarten of about a hundred little ones, who were chosen according to the ability to show perfect self-control or absolute relaxation, to be ponies, and allowed to express their impersonation in wildest exuberance of action; sometimes one pony running at a time, again a dozen were galloping and prancing about. A most stubborn, wild, and headstrong boy, who screamed and fought everything around him for eight or ten days after having been brought to the kindergarten, one day surprised everybody in the midst of a play of "The Miller." We were singing, "Here's some corn, sir, for your grinding," when Earl burst into the ring saying, "You don't do that right. This is the way to be a wheel." He flew into the ring and rushed wildly around and around—in ever widening circles, the ring spontaneously opened out wider and wider for his accommodation. He was allowed to be a wheel without interference from the kindergartner until the pent-up energy, which had hitherto vented itself in screaming and kicking, became "the joy of living." He was henceforth one of us. We have known a case of a little waif, one of a large family, who lived with his drunken parents in a cellar, who was two years in a Baltimore kindergarten before he had sufficient command of himself, or could so far forget himself, as to take the center of the circle; but he proved that the fact of struggle carries with it the possibility of victory.

The president announced the following committees:

Committee on Resolutions: Mrs. Ada M. Hughes, Toronto, Canada; Mrs. M. J. B. Wylie, Buffalo, N. Y.; Miss Ada Van Stone Harris, Newark, N. J.

Committee on Nominations: Miss Jennie B. Merrill, New York; Miss Elizabeth Harrison, Chicago; Miss Susan Plessner Pollock, Washington, D. C.

The first day's session was happily closed by a reception and lawn party on the grounds of Mr. John E. McLean, which was hospitably tendered by the kindergartners of Washington to the N. E. A. guests of their profession.

SECOND SESSION.

The last session of the kindergarten section was held on

Monday, July 11, Miss McCulloch presiding. As an interesting and important item of information, the secretary, Miss Mary F. Hall, read the data arranged from the department register by Mr. B. Pickman Mann. At the time two hundred kindergartners were registered as attending the convention, of which number 102 were from Washington. The ninety-eight from abroad represented twenty-seven states and fifty-three towns or cities. The states represented were, Ontario, Massachusetts, New York, New Jersey, Pennsylvania, Maryland, Delaware, Virginia, West Virginia, Kentucky, Ohio, Indiana, Illinois, Missouri, Iowa, Michigan, Wisconsin, Minnesota, Nebraska, N. Dakota, Colorado, Utah, California, N. Carolina, S. Carolina, Georgia and Louisiana. Mr. Mann deserves great gratitude for the several elements of interest which he contributed to the sessions. A complete copy of the names registered was printed and circulated at the close of the session.

Mr. Louis Soldan, superintendent of the St. Louis public schools, and Lord High Chancellor by virtue of friendship to the St. Louis kindergartners, was the first speaker of the afternoon. He spoke on "The Influences of the Kindergarten Upon the Schools," limiting the subject to the consideration of *some*, not all, of the influences in question. The following is an abstract of his telling address:

He stated that the civilization—and the schools as a part of that civilization—of modern times is eclectic, a general proposition which was illustrated by the contributions lent by the art of all lands and all times to the making of the great Congressional Library. Among the many valued influences of the kindergarten, its influence in causing children to see mathematical truths more clearly, and to read more quickly and intelligently, was emphasized. The Washington practice of putting into one class the children from intelligent homes and those from the kindergarten, while children with less power to work are put in another class, was highly commended.

In tracing the history of the influences that have prepared the way for the kindergarten in the United States, Mr. Soldan mentioned four points:

1. The influence of Horace Mann and of the Oswego

Normal School in diffusing Pestalozzian and other fundamental principles and practices of education.

2. The influence of Dr. W. T. Harris, to whom he paid a feeling tribute, and of St. Louis, in establishing kindergartens, and emphasizing the Hegelian doctrines of sense-perception and thought.

3. The personal influence of Miss Susan E. Blow, who added to Hegelian principles Froebel's doctrine of self-activity, which has broken up the scholasticism of the schools, and made the manual training school possible.

4. Herbart's philosophy, especially the doctrine of interest when properly stated



MRS. MARIA KRAUS-BOELTE.

Mrs. Maria Kraus-Boelte, of New York, was then introduced to the audience, which gave so eminent and loyal a champion of the "true kindergarten" an appropriately hearty welcome

Mrs. Kraus-Boelte has not been a familiar personage at the more recent N. E. A. meetings, and many of the younger

women present were most eager to see and hear one with whom many of their own training teachers had studied in the decades that have passed into kindergarten history. The fine presence, poise, and self-possession of Madam Kraus speaks for the inner dignity and worth of her work, well known to all who have come into personal contact with it. We welcome her back to freer intercourse with her fellow workers, the majority of whom are such by virtue of her early fidelity to a new movement, and her greater gift of herself as an ethical unit to that movement. We take great pleasure, as will our readers receive profit, in the complete publication of Mrs. Kraus-Boelte's paper on "The Development of the Inner Life of the Child." [See opening article of this issue.]

Miss Elizabeth Harrison, at one time a member of Madam Kraus' training school in New York City, was introduced and spoke extemporaneously and with great feeling to the convention.

Mrs. James L. Hughes of Toronto presented the last address to the convention, giving from the fullness of her great heart, "A Kindergarten Message to Mothers." Would there were some pamphlet distribution fund from which to supply a hundred thousand copies of this message to the mothers who are asking and holding out their hands for such help. The following paragraphs give us some of the substance of the address, of which the essence is the speaker's own sincerity of moral purpose:

Through lack of insight into the sacredness of child life has come failure to recognize the relationship between mother and child as having any significance beyond proper provision for physical well being, and has led to the mistake of supposing that money can buy the required service and leave the mother free to follow more congenial occupation.

It is strange how slow we have been to recognize that such service, without the vitalizing influence of mother-love, is external and negative in its effect in character development; money can never buy love, and love divorced from service cannot make itself felt in the heart of a child.

We have heard a good deal of sentimental discourse about the instinct of mother love and its all-sufficiency as a

guide in the nurture of child life, but it is the exception rather than the rule when it proves itself an infallible guide. Human instinct must be illumined by reasoning insight to suffice for human guidance. Instinctive love cannot relate the present with the past and future, and is therefore fluctuating and uncertain in its expression. To understand the nature of a child, to know the process of the unfolding of a divinely created being, requires the exercise of the finest powers of the mind, and in giving the service of true motherliness a degree of consecration is necessary which involves the deepest spiritual insight. When God enfolds his own life in another human body, and gives it into a woman's care to foster and nurture, can anyone who realizes the sacredness of the mission fail to give freely and ungrudgingly her best selfhood to the task, and feel herself ennobled by her service, glad to be a co-worker with God. It is a work of exaltation, and every mother may walk with face uplifted to the stars if she realizes its full blessing, and the world will learn in time to give her homage. There are other years given to everyone for the development of intellectual strength; for satisfaction of the taste; for artistic or literary achievement according to inclination and power, but no other years will be so full of blessing as those given cheerfully to the nurture of infancy and childhood. When we realize what a power that instinct of mother love can *become* in the soul of a woman who has insight to feel that it is God's provision for the soul life of her child, we long to point out the blessing to those who have not yet seen, for the sake of both mothers and children missing so much of life's joy and best blessing.

All the wealth of culture with which woman can enrich herself, all the strength of reason she can develop, the consecration of a broad, responsive, sympathetic nature is not too much to bring to such a holy task. Consciously exalting her office she enters upon the daily routine of domestic life with a joyfulness which keeps the whole sympathy of her children. In their unfolding life she recognizes illustration of the truths of deepest philosophy, and in commonplace events of every day she reviews in the concrete the truths which before were seen only abstractly. There is a glowing vitality in such thought which mental exercise alone could not give. Physical strength depends largely upon the action of the mind, and a consciousness of the wealth of her influence in these young lives does much to control the tendency to nervous exhaustion so much to be

deplored among mothers of today. We want not *less* of motherhood, but an increase in the quality. We want a richer, fuller insight into the divine meaning of the office to make the *new* woman renewing herself day by day in the joy of living.

One of the highest aims of mothers' clubs should be to idealize the office of motherhood so that all may look beyond the narrow limits of everyday duty and weariness, and in the view from the hilltop find the interrelation of the light and shadow of daily living. Such an outlook will fill the days and hours of monotonous labor, which are inevitable in every home, with hope instead of a grim endurance. There is a vitalizing, spiritual reality which underlies all living, but often our eyes are downcast and we see only shadows.

As the Bible is an inspired revelation of the universal nature and destiny of man, and reveals love as the process by which he enters into his spiritual inheritance of sonship and brotherhood, beginning with Genesis, or origin, and completing itself in Revelation, or heavenly vision of a new life, so the "Mother Play" reveals the *particular* relation of mother and child in the unfolding of child nature. It is a revelation of child nature from its genesis to the personal revelation of a conscious selfhood as coöperative man and child of the Divine Father. It defines the steps in the process of that unfolding and the significance of its relationships. It shows the vital spiritual relation between the sympathetic heart of the mother and the responsive play of the child. It gives typical experiences, showing points of contact and interest, vital fundamental centers out of which spring the fountains of universal life, and defines simple means of stimulus lying right in the field of everyday contact.

I believe that educational reforms will not find their limit until every home recognizes this inalienable right of childhood, and gives it room and sympathy, and not until it will be possible for every child, rich and poor alike, to come in contact with nature and find freedom for joyous expression of the play impulse in public playgrounds.

The Chair then called for the reports of committees, which were unanimously adopted, as follows:

The committee on resolutions respectfully submitted the following:

RESOLVED: That the Kindergarten Department of the

National Educational Association extends hearty thanks to Mr. B. P. Mann, chairman, and the members of the local committee, for the many courtesies extended to this department.

RESOLVED: That thanks be given to the Press of Washington for the excellent reports of the work of the sessions, and for the notice of business meetings.

RESOLVED: That the thanks of the department are due to the officers for their valuable services in planning, and carrying out satisfactorily, an ideal program.

RESOLVED: That we gratefully acknowledge the kindness of the trustees of Calvary Baptist Church in granting its use for the holding of the sessional meetings of the department.

Committee: { Miss Ada M. Hughes.
 { Mary J. B. Wylie.

The committee on nominations reported as follows:

For president, Mrs. Maria Kraus-Boelte, New York City; vice-president, Miss Florence Lawson, Los Angeles, Cal.; secretary, Miss Alice M. Parker, Washington, D. C.

Thus was concluded the thirteenth annual session of the kindergarten section of the great N. E. A. Greetings and meetings and handshakings constituted the social benediction of the acceptable occasion. How many will join the kindergarten party and cross the Rockies together to California in July, 1899?

UNSEEN.

HOW do the rivulets find their way?
 How do the flowers know the day,
 And open their cups to catch the ray?
 I see the germ to the sunlight reach,
 And the nestlings know the old bird's speech:
 I do not see who there is to teach.
 I see the hare from the danger hide,
 And the stars through the pathless spaces ride;
 I do not see that they have a guide.
 He is Eyes for All who is eyes for the mole;
 All motion goes to the rightful goal;
 O God! I can trust for the human soul.

—Charles Gordon Ames.

N. E. A. HIGH LIGHTS AND SIDE LIGHTS.

To Los Angeles in July, 1899.

Ten thousand memberships registered at this year's meeting.

Dr. E. O. Lyte, of Millersville, Pa., is the president of the N. E. A. for 1898-99.

Dr. A. R. Taylor is made head of the National Council.

Mrs. Maria Kraus-Boelte, pioneer and privateer, is the president of the Kindergarten Department. *Ich gratuliere.*

All departments were attended by large delegations from the Middle and far South.

Congratulations to the N. E. A. on securing so well equipped a permanent secretary as Mr. Irwin Shepard. Well known, well seasoned, and Western, are a few of the adjectives that may be applied to the new old secretary.

Dr. B. L. Whitman, president of Columbia University, made one of the great speeches on the opening evening. Dr. Whitman is the first university president, to our knowledge, to provide a course of kindergarten lectures to the students, having done so during the winter term of 1897-98.

The Child Study Department considered some practical and substantial papers, the section standing for greater dignity and professional solidity than heretofore.

Supt. W. B. Powell was an *ex officio* host throughout the convention, and we take the liberty at this writing to introduce him to our readers as one of the strong, warm friends of the kindergarten movement. Mr. Powell is claimed as an Illinoisan by many who remember him as the foundation-stone of the Aurora public schools, as he is now the base and superstructure, as well as turret and tower, of the public school service of the District of Columbia. It was an oversight that the Kindergarten Department did not adjourn from the regular program long enough to give three cheers

for Superintendent Powell and his co-workers, who were distinct leaders in the recent kindergarten campaign of Washington.

The Spaniards occupied President McKinley so fully during early July that he was unable to meet the National Educational Association as a body. According to the daily press of Washington, about twenty thousand people were grievously disappointed when the counter-announcement was received that there would be no public reception at the White House. However, the New York and Minnesota delegations were presented to the President by special request, and later the officers and authorized committees of the N. E. A. were admitted to the east room on special invitation, and greeted by the chief executive, President Greenwood introducing them.

EDUCATIONAL PSYCHOLOGY.—An evening of the Council program was dedicated to the discussion of this subject, which is troubling the waters of the teaching pool. Great interest was centered about the exhaustive discussion of Prof. Josiah Royce of Harvard University, who considered how the psychologist and the teacher may coöperate. "I think," he said, "that we need a new kind of intermediate scholar and official; a man whose business it shall be to mediate between the teaching profession and the work of the laboratory psychologist. My proposition is that in the large cities there shall appear in the office of the superintendent of instruction a person whom I should call a consulting psychologist. Such a man need not be a genius, but an ordinary man of sense and university training. Such a man could show the teachers in your city schools more in six months about the practical relations of empirical psychology and teaching than they will ever get out of years of those dreary courses of public lectures on psychology for teachers to which they nowadays so pathetically listen." Mr. Wm. T. Harris, United States commissioner of education, followed in a brief paper on "Rational Psychology," which was characteristic, and the session closed with a

paper on "Physiological Psychology" by Prof. W. Lightner Witmer, of the University of Pennsylvania. The newer psychology, he said, presented many difficult problems, and tends to make the profession of teaching more difficult, because now opinions were not asked for, but proofs were demanded. He hoped to see as the result of the present efforts an awakening to the really important mental problems of the day as set forth by Commissioner Harris and the many other leaders in educational thought, who are doing so much for the public school system.

Dr. Emerson E. White spoke with Pestalozzian eloquence on the "Duty of the State and its Share in Caring for its Children's Education." He said in part: "No one could look in the face of a pauper's child and possibly guess what may be in its life. History is full of examples of the highest achievements by those who were born in poverty and lowliness. Out of the being of every child three voices pleaded for its education—its needs, its capabilities, its possibilities. The duty to hear this cry of childhood rested primarily on the father and mother, God's vicegerents on earth for this high duty. It also rested on the community in which the child is born either as a blessing or a curse. It rested on the state in which, as a citizen, the child is to be an element of its weal or its woe. There stands under God, by the cradle of every child, three agencies—the family, the community, and the state, and these are conjoined in a sacred triple alliance to help the child's higher nature to victory in its life, to train the child for manhood and liberty. The three great aristocracies of the world—caste, capital, and culture, the three C's—have united in a most paternal solicitude lest the people be spoiled by over-education. Much schooling, they assert, spoils the children of toil for their lot in life; fills them with vain ambitions, and makes them discontented and idle."

Manual training has its proper place, and we must give it its due share of attention. It is a stroke of policy to recognize it as a part, and a part only, in education. At one

time it was necessary to exaggerate the place of manual training in order to introduce it in the school, but there is danger nowadays of losing sight of the fundamental law that self-activity is not to be limited to manual work.—*Supt. George Griffith, Utica.*

Miss Margaret J. Evans, principal of the woman's department of Carleton College, Northfield, Minn., read a paper on "Women's Clubs as an Educational Factor." Miss Evans strongly commended the work being done in women's clubs. The day had passed, she said, when "woman is as beautiful as an angel and as silly as a goose." She has her place in the world, and the women's clubs are helping her to fill this place. Women's clubs, she said, are today carrying educational facilities into 100,000 homes in the United States. These clubs are aiding the work of public education all over the country by helping to build up libraries. In Georgia alone women's clubs have established nine public libraries. The Minneapolis Improvement League, a women's organization, has given many fine examples in art as prizes to the schools of that city, thus encouraging art among the children. Work similar to this, she said, is being done by numerous organizations of women. It is to the women's clubs that the institution of the kindergartens throughout the country is to be very largely credited. The open educational meetings of these women's clubs are doing much for the uplifting of womankind. Nearly all the women's clubs of the country have committees to study the management of the public schools, and they have in many instances suggested improvements of various kinds, which have been adopted greatly to the advantage of the children. The greatest good to be wrought by these clubs, she said, must be by bringing them nearer to the homes of all women, and the teachers' best work will be accomplished when they, too, become on terms of greater intimacy with the homes of the scholars.

Secretary of Treasury, Lyman Gage, addressed the Department of Business Education, giving some interesting

personal experiences as a basis for his argument that business training should be provided by the state.

W. W. Stetson, state superintendent of Maine, gave an address which was virile as the pines and ocean gales of his state. The following paragraph is a sample of how he handled some points: "Parents have been putting too much of their vitality into their work and dissipations, and are endowing their offspring but sparingly with this gift. The control of the children in the home has been slight, fitful, and unnatural, and hence the greater need of firm intelligence, which secures unhesitating obedience in the schools and thus saves authority from being defied. The desire for striking apparel, the ambition to be before the public, and the anxiety to be entertained have become so strong in many young people that they have lost all sane ideas they may have had of what life it."

The following school men filled Washington pulpits of various denominations on Sunday, July 10, and we leave it to our readers to judge of the sermons by what they know of the men: Pres. J. M. Greenwood, Kansas City; Supt. Chas. R. Skinner, New York; Dr. Geo. P. Brown, Bloomington; James L. Hughes, Toronto; W. N. Hailmann, District of Columbia; A. G. Lane, Chicago; Dr. N. C. Dougherty, Illinois; Dr. E. A. Winship, Boston; Dr. A. P. Mayo, and others. Many of the pedagogues preached both morning and evening.

The great Congressional Library was opened by night for the first time in honor of the N. E. A., to permit the visiting delegates, as well as citizens of Washington, to see the building by electric light. The doors were thrown open at eight o'clock, and from that hour until ten o'clock the building was thronged with admiring thousands. Librarian John Russell Young had arranged a system for conducting the people through the structure, so that every portion of it would be seen, but without congestion of the crowds at any point. Guides were utilized to escort the visitors, and

watchmen were stationed along the corridors to keep the throngs moving.

The effect of the electric lights upon the marble and decorations of the interior was exceedingly brilliant, and called forth expressions of delight and appreciation from the visitors.

Among the four hundred Californians present at Washington who helped secure the next N. E. A. to Los Angeles, having spanned the continent to attend, were the following: Prof. J. A. Foshay, superintendent of schools of Los Angeles, and wife; Albert Lyser, San Francisco; Mr. and Mrs. Fussell, Pasadena; Miss Mary Fay and Miss Annie S. Brigham, Los Angeles; Mrs. C. L. Place and Miss Allie M. Felker, San Jose; A. H. McDonald and C. W. Mark, San Francisco; Prof. M. E. Daily, Fresno; Prof. E. A. Ross, Stanford University; Elmer E. Brown, department of pedagogy of California; Mrs. E. A. Pickrell, Los Angeles; Silas A. White, principal San Francisco schools; Miss Bertha Hall, Los Angeles High School. The delegation gave a reception to the California members of Congress, which was attended by a large number of people.

The first cause for the abnormalities as found in young school children is an over-dependence upon the law of heredity. The speaker criticised severely those parents who depend upon their own ability for the development of the child's mind. Such an error is often fatal to the acquirement of knowledge by the child. There is a great difference between natural development and artificial acquirement. Too much dependence is placed upon heredity.—*Dr. W. O. Krohn, Illinois Hospital for Insane.*

One of the most delightful occasions was the reception of the national kindergartners given in the private park attached to the grounds of Mr. John R. McLean. Myriads of lights twinkled among the trees and the air was fragrant with sweet briar and night blooming flowers. A fine stringed orchestra played near the gate, alternating with a piano program rendered from the porch at the cottage. A pretty

exhibit of kindergarten methods was given on the lawn by Miss McCulloch, Mrs. Mann, Miss Grace Fulmer, Miss McKibbon of St. Louis, Miss Susan Pollock and Mme. Kraus-Boelte of New York. The ladies of the receiving party stood in line from the door of the cottage to the north line of the park, and included Mrs. Pickman Mann, superintendent of the Kindergarten Training School; Mrs. Louise Pollock, who may properly be described as the pioneer of the work in Washington; Miss Hooper, Miss Childs, Miss Eastmann, Miss Van de Sande, Miss Smoot, Miss Burnes, Miss Sewell, Miss Donovan, Miss Parker, and Miss Lucy Moulton, M. D., the principal of the Normal School for Colored Girls.—*Washington Evening Star*.

The applicability of Froebel's educational principles to practice was shown by him, both in the kindergarten and in higher work. The eminently practical character of his scheme, in connection more particularly with elementary work, has been further proved in a number of schools in the United States. Indeed, Froebel's scheme seems to be so fully in consonance with distinctively American life, that its spirit permeates more or less helpfully every department of American education.—*W. N. Hailmann*.

The play spirit should be fostered in the home. Experience can be gained and ideals established through imitation and dictation exercises, leading to invention; music, color-play, and drawing, leading to art; stories, the ethical basis of history and literature; and social indoor and out-of-door games, resulting in the all-around development of the child.—*Miss Felker, San Francisco*.

The closing evening of the general session of the N. E. A. was given to an "educational review," consisting of ten-minute addresses by prominent members. Dr. L. D. Harvey said in part: "The commonplace occupies a great place in our schools. The great mass of the pupils in our schools are commonplace, and the greater part of the teaching done by earnest, hard-working teachers, with commonplace ideas. While the educational philosophers and pioneers are evol-

ving new educational ideals, it is still good educational policy to remember that the boys and girls in our schools to-day will be men and women, aye, fathers and mothers, before the introduction of some new educational gospel. In our professional schools for the training of teachers a very large amount of time and effort is given to the consideration of methods of teaching. We are concerning ourselves too much with the 'how' instead of with the 'what' of the subject. I am concerned with what particular idea shall be suggested to what particular pupil in a particular instance. There should be specific aims in each recitation, and then it is essential that the teacher should know precisely the things which must be known and done by the pupil in order that he may reach that specific aim."

IN THE WOOD.

ANNE BURR WILSON.

UP stood parson Jack-in-the-pulpit,
With sounding board over his head,
And preached to a large congregation,
Who listened to all that was said,—
As 'tis proper one should,
In church or the wood,
If one is well-bred.
The singers sang out the responses;
They sat in the gallery high,
Behaving with utmost decorum,
Though none of the elders were nigh;—
As 'tis easy to do,
In church and wood too,
If one will but try.
When sermon and singing were ended,
The audience lingering stood
With flower heads bent over in worship
Of Him who sends everything good;—
As 'tis fitting to do,
For many more too,
In church and in wood.

FOUR WEEKS ON THE PACIFIC COAST.
AN EDUCATIONAL TOUR OF THE THREE COAST STATES.

AMALIE HOFER.

(Continued from June number.)

IT is a serious geographical mistake to think, as many do, that the "Pacific Coast" is limited to the state of California. This customary apprehension is no doubt due to the fact that this marvelously beautiful coast was opened to the United States via the Golden Gate and orange land. We found February in Oregon and Washington big with climatic and scenic blessings quite peculiar to themselves and to the Pacific Coast.

Mount Tacoma withheld his halo during the four days of our stay in the beautiful city of the same name, but not so the goodly group of Froebel disciples. A vital cordiality pervaded the three public meetings and the many social gatherings crowded into the short time. Miss Charlotte Dewey and her co-worker, Miss Olive Norton, together with the small group of kindergartners, had made every preparation which should insure the greatest good to the largest number. The preliminary reception was attended by the men and women who constitute the institutional and social life of Tacoma, and the generous expression of their interest in seeing the kindergarten movement forwarded was as gratifying as it will continue to be potent to that end. Such convictions as were socially expressed on this occasion are unlimited in their influence, and we see them still radiating from the little kindergarten hall in the Montello. The meetings were held in this same hall, under the auspices of the Tacoma Kindergarten Club, of which Miss Dewey, one time of Chicago, is leader. Owing to the generous impulses of this club the editor was named as an honorary member in the early days, and with thousands of miles between had not fully appreciated the privilege of this hearty fellowship.

The editor knows better now, and reverently salutes the T. K. C. The evening meeting was well attended by representative men, many of whom proudly answered to the title of father. Even the daily press reporter was a trained kindergartner, genteel, quick-witted, warm-hearted, spontaneous, and accurate. May the time come when the kindergarten training will be a requisite preparation for the professional press reporter!

On arrival we found our room occupied by a floral centerpiece of mountain crocus, dainty in violet and orange tints. On the wall hung, in handsome lettering, the order of exercise for our four days' stay, and it is needless to say that the Tacoma kindergartners utilized all the material at hand, not an hour being unclaimed. Strange to say we did not even feel tempted to run up to Seattle to witness the Klondike excitement there at its height, nor were even given the opportunity to contemplate shipping for China or Japan, although the steamer was about to make its monthly passage direct from the Tacoma docks.

The characteristic feature of the Tacoma work may be described in the phrase—cultured enthusiasm. Miss Charlotte Lay Dewey, who is familiar to our readers by her poetic contributions, has sustained a kindergarten in Tacoma for several years, having been joined by Miss Norton in extending this work to include kindergarten training.

Miss Dewey's work is reinforced by the social background afforded her by an extensive family circle, long time residents of Prospect Hill, one of the most beautiful sections of the city. The choice occasion of a breakfast with her sister, Mrs. Gen. Bradley, gave us an opportunity to meet personally kindred spirits, representing many interesting spheres of social work. The benediction of the occasion was the meeting, face to face, with the aged mother of our hostesses. As Mrs. Dewey came down the stairway in her costume of snow-white wool, only matched by her white hair, and as she halted on the landing to look out over the little company waiting to greet her below, she brought to us the revelation of the beauty of cherished

motherhood. As she greeted us and commended our humble efforts on behalf of little children, again and again the exclamation arose in our thought: this mother has tarried long enough to receive her full measure of appreciation; to see the perfect flower of fruition! In my soul I knelt before her exquisite dignity and poise. Would that every little child could see such a picture of perfected old age. I have seen one such other who has taken her place forever among the floral realities of my life, her spirit having become completely mingled with the quality of fragrance and transparent freshness of sweet peas.

One of the first to greet us at Tacoma was Mrs. William H. Scudder, formerly of Norwich, N. Y. The straightforward and wholesome sincerity of Mrs. Scudder, as put into an active, zealous life of church and social work, is an element greatly to be prized in any community. A luncheon together with the Scudder family of seven children, at which the boys served the table, and had helped prepare the generous supplies which they served, is counted as one of the social adventures of our altogether interesting stay in Tacoma. Mr. Scudder is in charge of the Congregational Church in Tacoma, and is a man of high, sympathetic qualities. His attendance at our kindergarten meetings and approval of the work is a valued incentive, and no invitation to come again could have more weight than his. Mr. and Mrs. Scudder have dedicated their boys to the mission work, and are giving them every opportunity to go forth with practical resources as well as ideals. Here's to your health and that of your family; may you live long and prosper!

Under the guidance of Superintendent Bingham, formerly of Iowa, we visited the city training school, and met the men and women who are the pillars of the Tacoma public schools, many of whom expressed cordial interest in the kindergarten movement. This is always to be appreciated when it is remembered how constant and exhaustive are the demands made upon the sympathies of every public school teacher. It is largely due to the interest of Superin-

tendent Bingham that a kindergarten program was secured to the Washington teachers' spring convention.

Vancouver, B. C., and Chicago, were brought quite near together when Miss Carrie Newman came all the way from her northwestern outpost to attend the Tacoma meetings. Various cities and towns of the state of Washington were represented, and we recall with appreciation the attendance of State Superintendent Brown at a social evening, so successfully arranged for by the T. K. C. Among the old friends of schoolgirl days was Mrs. C. C. Filson, now of Seattle, who spent a day attending the kindergarten meetings. Miss Creelman and several of her coworkers came from Seattle to attend the gathering of the guild.

Miss Ellen Creelman, a graduate of the Silver Street Kindergarten of San Francisco, has for four years conducted a kindergarten and training class at Seattle, under the Seattle Association. Miss Creelman is full of earnestness, and has that within her which keeps her faithful to her ideals at any cost. In October, 1897, the board of education accepted the free kindergarten and incorporated it in the public provisions, retaining Miss Creelman, who since that time has carried the training school forward as a private venture.

The state of Washington belongs to the noble group of states that has already made legislative provision for public kindergartens. During the winter of 1896-97 the Seattle Association, together with the coöperation of Tacoma, Spokane, and other cities, carried their point and secured state maintenance of kindergartens. The following sections were added to the school laws of the state:

Section 92 (subdivision 5), giving power to public school boards, in cities of ten thousand inhabitants or more, "to adopt and enforce such rules and regulations as may be deemed essential to the well-being of the schools, and to establish and maintain such grades and departments, including night, high, *kindergarten*, manual training and industrial schools as shall, in the judgment of the board, best promote the interests of education in that district."

Also Section 181, giving the law referring to smaller towns and other school districts of the state.

"Section 181. The board of directors of any school district contemplated by this act shall have power to establish and maintain free kindergartens, in connection with the common schools of said district, for the instruction of children between the ages of four and seven years residing in said district, and shall establish such courses of training, study, and discipline, and such rules and regulations governing such preparatory or kindergarten schools, as said board may deem best. *Provided*, That nothing in this act shall be construed to change the law relating to the taking of the census of the school population, or the apportionment of state and county school funds among the several counties and districts in this state: *Provided*, further, That the cost of establishing and maintaining such kindergartens shall be paid from the special school fund voted by the electors of said districts for this purpose; and the said kindergartens shall be a part of the public school system, and governed, as far as practicable, in the same manner and by the same officers as is now, or hereafter may be, provided by law for the government of the public schools of this state: *Provided*, further, That teachers of kindergarten schools shall have a diploma from some reputable kindergarten training school, or pass such examination on kindergarten work as the Kindergarten Department of the State Normal schools may direct."

In Washington, members of public school boards are aggressive and progressive enough to work vigorously, and in public view, for so generous a provision as that of the kindergarten.

How natural forces and powers attract and incite men to activity! Spokane Falls and river impelled the building of a city, or rather, put forth from the arterial inherencies of their being what is known as a city of commerce, business, manufacturing and social enterprises. These splashing, dashing, rushing waters enticed men to build giant bridges and mammoth storehouses, by which to utilize the ammunition of water power for even such homely uses as steam laundries. No wonder old-time folk believed in the Neptune and the Lorelei. We stood on the bridge long, and looked toward where the great channel divides and breaks into several streams, each with its own plunging waterfall.

Here it was our privilege to conduct one afternoon and

one evening meeting, under the direction of the Crocker Kindergarten Association, which is composed of earnest, public spirited women, with Mrs. Helen Smith as president, and Miss Mary M. Betts, formerly of Chicago, superintendent of the training of teachers. The meetings were held in the Methodist Church, and both audiences showed a sincere and earnest interest in the good movement. Spokane has two public kindergartens, with the expectation of several additions to the number. It was our privilege to meet informally with the Board of Education of Spokane, and thus learn directly of their appreciation of the results of this investment of public money; they have since ordered two more to be opened in September, 1898. This is an inevitable growth, following after such straightforward effort and personal disinterestedness as belong to the kindergarten friends in Spokane. Everyone who has lent pioneer service in the shadowy beginning of such good days must rejoice with them.

Mrs. Martha E. Logan is the able secretary and treasurer of the Crocker Association, being a thorough business woman in addition to having her woman's heart in the work. Washington, with all western states, is a state of great possibilities so far as the educating and training of women is concerned, and it is good to feel that the organization of so important a department as that of kindergarten training has the service of so competent, experienced, and farsighted a woman. Mrs. Logan personally attended to furnishing the city press with accounts of the meetings. It was a privilege to speak to the young women of the training school, and I wish to thank them for their cordial welcome. Among the familiar faces we found Miss Emma Fletcher, formerly of Des Moines, who though not directly concerned with kindergarten work is lending her help and inspiration. She has been of great service in forwarding the work among Spokane mothers, having the past winter addressed them at one of their regular meetings.

At the close of one of the meetings at Spokane, one of the four gentlemen present in the audience introduced him-

self to me. In spite of his unclerical appearance, the question was asked: "Are you a minister or a teacher?" whereupon he accounted for his unusual presence at an afternoon meeting in the following simple but sincere words: "I am in from the country just to hear this kindergarten talk. It is the first time that one has come near enough for me to attend. I am a widower." Here he hesitated, but finally continued in an undertone: "My wife always wanted to be a kindergartner, so I am studying and finding out all I can about this work, which had so great a fascination for her."

The president of the Froebel Club of Spokane is Mrs. Virginia Hayward, who conducts a private training school, and during the past year had charge of one of the public kindergartens. We spent an interesting morning in visiting the children of the kindergartens and found our zeal for the good work renewed as well as quickened. All nationalities, all grades of body and mind were in the procession that made its shambling exit from a down-town building, out into the street, at twelve o'clock. We watched them drift apart and lose themselves in their respective byways. As they passed from the stage, a trio of gaudily, bedraggled Indians appeared and slouched across the street, the squaw trailing her tatters of cast-off civilization in the mire. Picturesque, some might say, but questionable picturesqueness!

But to come back to the forces that aggregate and construct. The Froebel Club of Spokane numbers about twenty members. It was organized in October, 1896. Its constitution says: "The object of this club shall be to bring together kindergartners, primary and Sunday-school teachers for the study and discussion of primary education."

Among the influential citizens who assisted in making our kindergarten sojourn in Spokane successful, were Mr. and Mrs. Charles Fassett, at whose beautiful new home all friends of the good work were hospitably entertained.

Spokane Sorosis held its regular meeting during our stay, having for the general subject to be considered "Education." The Froebel Club, the officers of the Crocker Kindergarten Association, Miss Roe and myself were guests of the after-

noon. Mrs. Esther Allen Jobes, president of the Spokane Sorosis, is an energetic, well-balanced and bright woman, always on the best side of every issue. In her letter of welcome to us she wrote as follows: "I am in hearty sympathy with the kindergarten work everywhere, and hope to see it advanced in our city more rapidly than it has been in the past as a result of the meetings." Among the members of the club who spoke ably and to the point were Miss Edmiston, Mrs. Shaw, and Mrs. Hayward. The morning paper, in giving an account of the meeting, contained this item which will recall the occasion to all present: "Miss Roe gave a graphic account of the right relation of art to child life, the necessity of a musical atmosphere in the successful evolution of child thought and expression. Miss Roe concluded with a beautiful lullaby, which made a powerful appeal to every mother heart present."

Mrs. W. F. Essig opened her beautiful home for an afternoon of music, presented by Miss Ethel M. Roe for the benefit of the Free Kindergarten Association. The press report of the occasion was in part as follows: "Miss Roe asked the privilege of presenting her program in the informal manner which she uses in her work with the kindergarten training classes. It was most delightful and refreshing in its naturalness, her unaffected earnestness completely captivating all. The kindergarten songs given were by special request, and with Miss Roe's explanation of their meaning and the object of using them in the kindergarten, were of especial interest. The Lorelei had more than usual interest, because Miss Roe had been inspired to sing it by a sight of Spokane Falls. Her interpretations from 'Siegfried' were most exquisite, and if anyone present was of those who say Wagner is not a melody writer, they must have been converted by her interpretations of his music."

Miss Ellen A. Prentice is the instrument for kindergarten progress at Fair Haven, Wash., although herself a first grade teacher in the public schools. It is a characteristic of any correspondence with Washington people that they mix their landscapes in with the business of the hour, and

I find Miss Prentice growing poetic as she urges plans for a Fair Haven meeting. She writes: "I hope you may see one of our glorious days and sunsets, when the sky and water are like powdered opals, with grand old Mt. Baker, and the Olympics and the Selkirk with snow-capped peaks in the background. It is then you will feel that you have not only drank of the beauty, but have bathed in it."

The editor especially expresses her gratitude to the press of the Pacific Coast, which gave every evidence of co-operating sincerely with the kindergarten movement. One San Francisco daily has our full forgiveness for the editorial which indicated that we pursued a fatuous and mistaken calling, namely, that of "old maids assuming the rôle of guiding the matron"

February, 1898, was a month full enough of good things to be lived over many times, and as I close this brief account visions come to me of the unnamed but not untreasured occasions—that stage trip from Santa Barbara over the mountains to the sea; the earnest hour with Mrs. Tallent and Miss Harrison at Santa Barbara; the Franciscan friar at the Old Mission and his gift of Canterbury bells plucked from the burial ground; Del Monte, and the spiritual renewals which came to us from the surf cordials of the Pacific Ocean; and the magic of Mount Shasta, which seemed now here, now there, as we wound our way with double engines back and forth to the top of the range; and down again into the peaceful Oregon valley at Ashland; the glimpse of Portland, and longer stay with kindred at Salem—all these are mingled and well mixed together with such matters as may be counted kindergarten history pure and simple.

And to come fresh from the trail of Spanish colonization on the Pacific Coast, to recall how the romance and geography of this entire section has been dyed and forever infused with Spanish blood; to leave all this and return home finding a war with Spain on the board!—this same Spain—impels us to reread, with seriousness, the prophetic word written by Walt Whitman in the '70's: "To that composite American identity of the future, Spanish character will sup-

ply some of the most needed parts. No stock shows a grander historic retrospect, grander in religiousness and loyalty, or for patriotism, courage, decorum, gravity and honor."

Again and again during the four weeks spent in these Pacific Coast states it was said to us in all earnestness and sincerity, "We are so far away from the center. You have so much to inspire you in the East. We are cut off from everything." If this account of what the editor saw and found during her short stay should help to remove this feeling on the part of our earnest co-workers beyond the Rockies, it will be indeed a slight "thank you" for a glimpse into a whole new world of work and enterprise and aspiration. *Auf wiedersehen.*

TWILIGHT.

COMES that sweet hour, so transient, when the day,
Ere its departure, pauses for a while
To meet the coming night; how fair the smile
With which she greets him; leafy alleyway—
Green lawns and pastures—silent, odorous, lay
Beneath the wondrous beauty, and the glow
Of that sweet smile the passing day doth throw
To night, who, hastening, meets her on the way.
Then he from out his treasure store doth bring
Rare pearls of dew, and perfumes such as ne'er
By mortal chemist e'er were made, and there
He lays them at her feet—an offering.
Then softly bend the trees, low murmuring,
Responsive to his sigh, as from his side,
Her smile grown fainter, the pale day doth glide.
And never twice alike, but always sweet,
The hour of tryst, when day and night doth meet.

—*From Boston Ideas.*

TOPICAL OUTLINES FOR MONTHLY MOTHERS' MEETINGS.*

MARY LOUISA BUTLER.

COMPANIONS.

Topics.

- "If thou
the truth
wouldst
teach thou
must be
true thy-
self."*
1. With whom shall our children companion?
 2. Why should importance be placed upon the selection of companions?
 3. Should children always choose their own companions?
 4. How much should parents know about their children's companions?
 5. Influence of a companion who has large sums of money and spends it lavishly; of one whose ways are crooked and speech profane.
 6. What is parental duty in protecting a child from such associates?
 7. What are the advantages of companionship with uprightness and integrity.
 8. Value of parents as companions.
 9. Relation of parents to their children's companions.
 10. If a child chooses companions of low moral sense, how cultivate a taste for a higher standard?
 11. Where in the home is the best place for children to entertain their companions?
 12. Value of other companions, such as animals, birds, flowers, books.

Important Points.

Since the beginning of everything comradeship, or companionship, has been one of nature's great laws. Emerson realized this when he wrote:

All are needed by each one;
Nothing is good or fair alone.

*"I would
plant com-
radeship
all along"*

Depriving a child of companionship dwarfs his growth and violates a divine law; but worse than this is to have his whole being demoralized by evil companions.

Viewing the other side we have many illustrations of greatness to which men have attained through the influence of choice associates.

*Miss Mary Louisa Butler served as organizing secretary of the First National Congress of Mothers; is also broadly known as a Sunday-school worker and writer, as well as author of that useful "Handbook for Mothers." She has spent many years in Child-Study and Mother-Study, and from her broad experience will bring to this work the helps that seem best fitted to meet practical needs. All correspondence may be directed to Miss Butler, care Kindergarten Literature Company.

Because of all this we are led to feel that there are few subjects for which parents should have more serious consideration than their children's companions. One important factor in this consideration is the child's imitative instinct. We have only to watch to see how completely "Children are the mirrors of those around them." As illustrative of this is the following incident: A lady once called on her little daughter's teacher to inquire if a cross-eyed child were among her pupils. On being answered in the affirmative she begged that her Alice might be seated where she would not face the child thus afflicted, adding that at home she was unconsciously imitating this ocular accident to such an extent as to cause much parental anxiety.

"Good habits of life, of thought, and of feeling are helped as truly by good companionship as they are hindered by bad." Children cannot be trained too early in the right choice of companions, and as years increase they will perhaps remember that they too have influence over others. We should dread nothing more than the thought that those with whom we associate have not in some way been helped by us. Even the weakest natures have their influence, and children should be so trained as to bear ever in mind those helpful things that may bear fruit to the third and fourth generations.

"Nor knowest thou what argument
Thy life to thy neighbor's creed has lent."

References.

The following suggested readings will be found helpful in studying the above outlines:

From "Character," by Samuel Smiles. Chapter 3, Companionship and Example. Chapter 10, Companionship of Books.

Hints on Child Training. Trumbull. Chapter 20, Guiding a Child in Companionships

Ethics for Young People. Everett. Chapter 39, Companions. Chapter 40, Books as Companions.

Principles of Sociology. Giddings. Pages 110-12.

Education of Man. Froebel. Page 19.

Mottoes and Commentaries. Froebel's Mother Play (Blow). Page 30.

A Study of Child Nature. Harrison. Chapter 9, The Instinct of imitation. Kindergarten College, Chicago.

Century Magazine—May, 1894. The Imitative Functions and their Place in Human Nature. Josiah Royce.

Christian Nurture. Bushnell. Chapter 6, Part 2, Plays, Pastimes, Holidays, and Sundays.

*the shores
of our great
lakes, on
the banks
of great
rivers as
thick as
trees all
over our
broad prai-
ries, if I
would build
cities with
arms about
each other's
necks."*—
*Walt Whit-
man.*

Normal Training Exchange

FOR PRIMARY TEACHERS AND KINDERGARTNERS.

THIS department will appear in each issue of the current volume XI, new series, of the KINDERGARTEN MAGAZINE. It will bring plans, programs, outlines, and accounts of experimental and creative work being done in the typical schools of the country.

The chief purpose of this Normal Training Exchange is to indicate and record the lines of convergence between the elementary grades and the kindergarten.

Able kindergarten expansion is being made in such centers as the Ypsilanti (Mich.) normal, the Brookline (Mass.) public schools, in certain Chicago and New York institutions, which should be accessible in print for all interested in educational phenomena.

Samuel T. Dutton, the able superintendent of the public schools of Brookline, Mass., makes the following well-weighed statement as recently as July 2, 1898: "I am convinced that all interested in the kindergarten should show a square front and should try to coördinate their interests with those of other departments, thus doing away as rapidly as possible with the idea that the kindergarten is an exclusive or separate feature of our school system. *Not only should it be a distinct feature as far as little children are concerned, but its influences and benefits should be all pervasive, and should be recognized in every department.*"

Believing that the time is ripe for united action in bringing about this desired result, the following representative, aggressive, and altogether substantial school men and women, have pledged their coöperation for the coming year as coworkers in this department: Dr. Henry Barnard, Hartford; James L. Hughes, Toronto; Richard G. Boone, Ypsi-

lanti; Henry Sabin, Des Moines; Geo. P. Brown, Bloomington; C. B. Gilbert, Newark; Bettie A. Dutton, Cleveland; H. H. Seerley, Cedar Falls; Geo. Griffith, Utica; Samuel T. Dutton, Brookline; F. D. Dressler, University of California; Sarah C. Brooks, St. Paul; Walter L. Hervey, New York City; G. F. Reigart, Ethical Culture School; Sarah Louise Arnold, Boston; Dr. C. C. Van Liew, Los Angeles State Normal School; O. G. Libby, Wisconsin State University.

The kindergarten movement today calls for sturdy, earnest workers to champion three issues, viz.:

1. Public kindergartens for ALL children.
2. Kindergarten training departments in ALL normal schools.
3. Child nurture as a special branch of study in ALL high schools and seminaries.

PROGRAM OUTLINE FOR PRIMARY GRADE.*

The following outline of songs and stories was presented by Miss Flora Cook to the teachers of the Cook County Summer School last July. It is reprinted here from a copy made from the blackboard, which showed the months arranged in tabular order.

SEPTEMBER: Story of Hiawatha's Childhood (Longfellow); Story of Clytie (Cooke's Nature Myths); The Happy Family (Hans Andersen). Poem—The Brown Thrush (Lucy Larcom). Songs—The Flower Bed; Milkweed Babies; We Plow the Fields and Scatter (E. Smith's Songs, Vols. I and II).

OCTOBER: Story of Mondamis and the Four Winds (Hiawatha). Poem—The Raindrops (Normal Third Reader); I'll tell you how the leaves came down (Susan Coleridge. Songs—Sunshine Song; Rain Song (Eleanor Smith).

NOVEMBER: History—Pilgrims; Story of First Thanksgiving Day. Poem—Thanksgiving Day (Maria Child).

DECEMBER: The Fir Tree (Hans Andersen); Other Stories. Poem—The Lamplighter (Stevenson). Songs—Christmas Carol; Christmas Hymn (E. Smith, Vols. I and II).

JANUARY: Sun Myths—Apollo and the Python; Prome-

* Any books mentioned in this program can be ordered by mail through the Kindergarten Literature Company, Chicago.

theus; Thor and the Frost Grass; Legend of the North Land (Cooke's Myths). Song—Little Indian, Sioux or Crow (Eleanor Smith).

FEBRUARY: Grandmother Kaoline (Wiltse Kindergarten Stories); Porcelain Stove—Ouida (Kate D. Wiggin). Poem—Windy Nights (Stevenson).

MARCH: Sun Myths—Phæthon and Balder; Poem—The World (Whittier's Child Life).

APRIL: True stories in connection with awakening life; Rhæcus (Lowell's Poem); Old Pipes and the Dryad (Stockton's Fanciful Tales); Baucis and Philemon. Poem—The Tree (Bjornson). Song—The Tree (E. Smith).

MAY: Stories of birds and insects; King Solomon and the Bees (adapted from poem by John Saxe); King Solomon and the Ants (adapted from Whittier's Poem); The Cricket and the Poet (adapted from Browning's poem); Arachne (Baldwin's Greek Stories). Poem—Little Dandelion (Helen Boswick). Song—Summer (E. Smith).

JUNE: Story of Demeter and Persephone; The Sleeping Beauty. Poem—Seven Times One (Jean Ingelow). Song—Daisies are Dancing (E. Smith).

Chicago Kindergarten Examination Questions.

An examination of all kindergarten candidates took place June 14, 1898, under the Chicago Board of Education, two hours being allowed in which to answer the following questions:

1. Among the fundamental ideas enforced in Froebel's "Education of Man," mention three which rise most prominently in your mind and appeal to you most strongly?
2. What kind of activities should be selected and set as models for the child? Why?
3. What is your thought in regard to the scope of the kindergarten "gifts" and "occupations," and their adequacy, as related to the "manual training" of the school?
4. Name some of the present important tendencies of educational thought. How are they affecting the kindergarten?
5. Show the relation of self-activity through play to mental development.

6. What is curiosity, and how may the habit of inquiry be rightly promoted?

7. For what reasons, in your judgment, should nature work be introduced into the kindergarten?

8. What advantages has the true psychologist over the untrained parent in observing the actions of children?

9. What are the most important features of modern "child study"?

10. With what laws of development should the educator be acquainted to determine wisely how much the average child is able to do at each age? What moral dangers may be apprehended in expecting too much of a child?

11. What essential changes in the system of education have been wrought by science?

12. Select any three of the "Mother-Play Songs" and give their aim, the meaning, and the value of each?

In addition to the above, a special examination in music was held, both oral and written. Thirty minutes was the time allowed for written answers to the following questions:

1. What place does music hold in the kindergarten?

2. Name five essentials of a good song for children, and five important points in the singing of it?

3. Tell how you would introduce a song?

4. What place should the piano occupy in the kindergarten? Name some of the most common faults in piano playing?

5. What would you do with the apparently unmusical child?

Examination for Kindergarten Certificates, Brooklyn, N. Y.,

June 5, 1897.

1. Outline not less than three of the educational principles laid down in Froebel's "Education of Man."

2. What are the principles that should guide us in the selection of songs and games for the kindergarten?

3. Outline a story you would tell in the kindergarten. How would you connect it with the other work of the day? Sketch a plan of work for one day. Mention some sources from which kindergarten stories may be drawn.

4. How would you try to interest the mother of the children in the kindergarten? What are the kindergarten principles and devices which the mother should know and use?

5. Why should the kindergartner know the individual child? How would you study the children of your kindergarten? Describe the records of such study you would think it well to keep.

The above were the questions at the written examination. Those who were successful in answering these were required to pass an oral examination which required the following considerations of each candidate:

1. Give your idea of kindergarten order.
2. Name the most important two habits which a child may acquire in kindergarten.
3. Name the kinds of artwork, suitable for kindergarten. Give the classes of objects to be represented in drawing, painting, etc.
4. Play a march, and play and sing a kindergarten song.
5. Name the key of a song, and find its key on a pitch-pipe.
6. Tell the proper range of children's voices in singing.

New York Examinations for Kindergarten Certificates.

This was given June 10, 1897, and each of the following questions had five credits assigned to it.

1. What things in a child's daily life besides his food may be utilized to teach him continuity?
2. Compare the plays "Weather Vane" and "All's Gone."
3. "When first the child delights to try
What strengths within his limbs may lie,
The mother's nursery play begins.
It is a hint from heaven
Unto the mother given,
Through outward, inner life to waken;
Through play and thoughtful sport to quicken
The sense that feeling foresight brings."

What truths does this motto teach you?

4. Explain why the mother in "Play with the Limbs" foresees her children's future in their present play.
5. Give three reasons why Froebel chose the ball for the first gift?
6. Mention four balls and state your aim in using each.
7. Draw a sequence of not less than four forms in either the third or fourth gift, and give also the sequence of thought.

8. What material can the child use to make his forms in stick-laying permanent?

9. In what two ways may the colors be combined in working with the beads or pegs?

10. Explain why the gifts taken as a whole are called analytic.

11. Do you give the children the "schools" of work in the several occupations. Give reasons.

12. Make a classification of kindergarten games.

13. What does the child gain mentally and morally from playing the carpenter game.

14. How should *nature study* be used to train the spiritual nature of the child?

15. What use do you make of stories in your kindergarten?

16. In what general ways can children reproduce stories?

17. Give an outline of the special thought for each day in a week on the general subject *birds*.

18. Give a brief outline of a year's program with special regard to continuity of thought.

19. What is the aim of kindergarten discipline? What is its underlying principle?

20. What are legitimate decorations for a kindergarten room?

Experience Questions on Color, Form Drawing, and Modeling.

The following ten questions have been arranged by Miss C. C. Cronise, art instructor in the Chicago Kindergarten Institute, with a view to discovering the habits and opinions of public kindergarten directors:

1. What material would you give a child of *four years* of age to use in his first art work—clay, brush work, charcoal, colored chalk, blackboard, or pencil? or would you use any or all of these without reference to its being his first experience?

2. What would you have him represent first objects? that is, solids, to be produced upon a flat surface? If not, what?

3. How would you teach him color?

4. How do you present the clay? What do you allow as free play in clay? Do you permit him to handle the clay as he chooses? If not, how do you prevent his rolling it and punching it?

5. Would you place mutilated statues, such as the Winged Victory, in the kindergarten? Would you have busts, or would you have only the complete and whole figure?

6. What are the characteristic points in children's drawing? The strong points?

7. What are the weak ones? How remedy these?

8. At the least how much art training should a kindergartner have in order to successfully direct the child?

9. Do you present the work sequentially or with reference only to the subject-matter?

10. If presented sequentially, how much ground would you expect to cover during the first year?

Physical Training.

The Columbia School of Oratory of Chicago sends out the following practical questions to kindergartners:

What are the greatest physical needs of the kindergartner?

What special needs has she in the training of the speaking voice?

What part should the body play in story-telling, and what of the use of gesture in the kindergarten?

How would the ability to speak well extemporaneously aid the kindergartner?

BALL SONG.

[For distributing balls from basket.]

Words by Nora A. Smith. Air, "Guessing Game," "Kindergarten Chimes."

LIKE a bird homeward winging
To his own cozy nest,
So the ball, downward swinging,
Comes to you for its rest.
Now hold it so gently,
And let the bough sway,
When it wakes from its slumber
It will flutter away.

CORRESPONDENCE ABOUT FOREIGN KINDERGARTEN WORK.

Naples and Madam von Portugall.

Under date of April 13, 1898, and under seal of a dainty photographic view of the Jungfrau, with a single bloom of edelweiss as a letter monogram, came the following letter from Miss Fanniebelle Curtis, of Brooklyn:

At this Easter season Naples is at her best. Vesuvius is active; the bay is blue; beyond is Pompeii, and the little island of Capri is in the right position according to our guide-book. Perhaps you will be interested in a brief account of Madam von Portugall's work. Her photograph is very like her. We could not see the six kindergarten classes which she directs, and which belong to the Instituto Internationale Froebelino, or her training work, for it was the Easter vacation. Madam von Portugall seems quite in touch with the kindergarten work in America. She said to me, "Why do you crowd your children instead of allowing them to develop naturally?"

For twenty years she labored in Pestalozzi's country, Geneva being the center of her work, introducing the kindergarten in the whole canton, founding more than fifty, and training seventy-five kindergartners to carry them on.

I am very much interested in the enlarged pictures in color by Italian artists from the Mutter und Kose-Leider which Madam von Portugall is now editing. I send one to the KINDERGARTEN MAGAZINE, although it may be impossible to reproduce it in color at this time. In size these pictures are thirty-four inches by twenty-six. The idea in enlarging them is that their increased size makes them suitable for numbers of children to observe at the same time.

Aside from the pleasure of travel in Italy, I started from America with the desire to see the life of the Italians in their own country, to study them in the midst of their natural surroundings, my reason being that the little Italians in our Brooklyn kindergartens, and their mothers at our parents' meetings, show traits, customs, and habits which seem unfathomable. So in Naples, Florence, Rome, and other Italian cities, I endeavored to study them.

One morning in Naples we went through Santa Lucia, the street of the people. The people literally live on the sidewalks and streets, and were washing, cooking, gossiping, and begging there. A crowd of children followed us, some begging for macaroni, having just learned three English words, "macaroni so good," and these they repeated



Madam Adela von Portugall, Naples.

over and over. Other children wanted us to buy a tiny, live dog, and another mite, carrying an especially dirty but pretty little baby, offered to let me kiss it for a few centimes. They are desperately poor and irresponsible, yet one cannot help liking them with their happy-go-lucky ways and irresistible eyes.

I tried to imagine the people whom I saw that day transported to America. We could not admit their loose ideas of morality and their habits into our country, for it would mean deterioration for them and us. Surely it is a safeguard if the children may start their education in our kindergartens. Yet no matter how wisely we may try to deal with them, the transition from their Italy must be very great. I wish they could bring just a few of the art treasures from their galleries, in which I have seen them wandering to their hearts' content.

From Buenos Ayres, S. A.

It is always a pleasure to hear from Mrs. S. E. Eccleston. She writes under the date of June 26, from Buenos Ayres, as follows:

It is not too late to congratulate you all upon the grand success of your undertaking, and wish the KINDERGARTEN MAGAZINE many years of infinitely greater *suerte* in financial and every other attainable way. If those who live within hailing distance of the magazine find its pages useful, you can imagine how much I find in them that is helpful and inspiring in this isolated spot. My work goes on pleasantly, absorbing all my time and nearly all my thought. I have twenty-six *senoritas* in my training class, and have matriculated over eighty children this year in the kindergarten. Our house proves too small for the growing needs of the school, and so the government has rented another across the street, which is sunny and bright, and reserved entirely for the little ones. Our old place will be devoted to the Normal Department. We have room for gardens; we have a dove-cote, canaries, hen and chickens, goldfish and kitty; in short, we are gradually approaching an ideal kindergarten, although that can never be realized until suitable buildings are erected with plenty of ground about them. This is still our great problem in large cities.

An architectural model for a kindergarten building is one of the exhibits at the Vienna Exposition, now in progress to celebrate the fiftieth year of the reign of Franz Josef over Austria. It is to be found in the Children's Hall of the exposition, where all manner of Froebel materials, methods, plans of work, kindergarten exhibits, and educational materials are extensively displayed. This in exhibit is especially valuable, as the accommodations for public kinder-

gartens in Austria fall far below sanitary and pedagogical requirements. Especially in the large cities where rents are high the kindergartens are crowded into the smallest quarters, in some cases even the inns being utilized during their less frequented hours. The pamphlet giving a detailed account of the building may be secured by addressing architect Pscha, Vienna, Austria.

The German National Froebel Verbaud holds its annual convention at Hamburg from Friday, September 30, to Monday, October 3. This meeting marks the twenty-fifth year of the national organization. Among the subjects considered are the following: History of the Organization from 1873 to 1898, by the president, Prof. Dr. Papperheim of Berlin; The Position and Future of Kindergartners; The Social Duties of Kindergartners; Drawing in the Kindergarten and Training School; What Froebel Occupations are to be Recommended for General School Use.

To love the truth in an age of lies;
To hold fast art when hunger cries;
To sing love's song in spite of hate,
Keeping his heart inviolate,—
These are the artist's victories.

—*Hamlin Garland.*

HUNDREDS of stars in the pretty sky,
Hundreds of shells on the shore together,
Hundreds of birds that go singing by,
Hundreds of bees in the sunny weather;
Hundreds of dewdrops to greet the morn,
Hundreds of lambs in the crimson clover,
Hundreds of butterflies on the lawn,
But only one mother the wide world over.

—*Selected.*

How does the meadow flower its bloom unfold?
Because the lovely little flower is free
Down to its root, and in that freedom bold.

—*Selected.*

MOTHER-PLAY BOOK STUDY QUESTIONS.*

FOURTH SERIES. I.

SUSAN E. BLOW.

EDITOR'S WORD: With this issue is begun the Fourth Series of the Mother-Play Book questionnaire. Those wishing to gain profit from the study should secure the Blow translation of the Mother-Play Book, in two volumes, viz., "Mottoes and Commentaries," "Songs and Music," both of which are published in the Educational Series of D. Appleton & Co. The questions are numbered from the beginning of First Series, and have followed the order of the chapters in the book. The answers to the questions are voluntary contributions, and are published as received, in no consecutive order, although the full question with its number is reprinted with each answer. These study questions are being followed with great profit by the best kindergarten training teachers and students of the United States, Canada, and England; they are also used as the skeleton basis for the discussions in many mothers' classes, educational clubs and circles, as well as by individual students of pedagogy. The benefit and uplift which this series of studies has brought to the kindergarten profession at large can be best measured by the fact that this book and its study have been placed by the International Kindergarten Union as the first in importance in kindergarten training.

Lesson of The Two Gates.

2300. What is the idea suggested in the Farmyard Gate?

2301. In what practical ways have you carried out this idea and with what results?

2302. Can you relate any true stories illustrating how little children through thoughtlessness and inattention often expose their animal pets to suffering and even death?

2303. Have you known no grown persons who through want of forethought exposed children to similar dangers?

2304. Are not many of the worst evils of life traceable to recklessness and inconsiderateness?

2305. Are these faults which are incidental to children inexcusable in adults?

2306. Do they produce graver faults? If so, name some of their posterity.

*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.

2307. Should it be one of the conscious aims of the mother and kindergartner to help the child to overcome these defects?

2308. Is there danger that in so doing she may awaken a premature thoughtfulness?

2309. Into what faults are young people likely to fall in the reaction from premature thoughtfulness?

2310. How will you avoid the dangers of a reckless want of consideration without falling into the dangers incident to premature development of thought and conscience?

2311. May you find a real help in the solution of this problem through the child's relationship to animals?

2312. Name all the forms you can think of which this relationship assumes, and state the educational value of each.

2313. Have you any living animals in your kindergarten, and if so what have you observed of the effect of their presence upon the children?

2314. What is the thought illustrated in the Garden Gate?

2315. Why does Froebel place such stress upon the *naming* of objects?

2316. Do you believe there is any value in Froebel's suggestion of advance from the things the child sees in the house to those of yard, garden, meadow, pasture, wood? Give your reasons for agreeing or disagreeing with Froebel.

2317. What do you think of the suggestion that the child should also name qualities and activities?

2318. What practical exercises do you base upon this suggestion?

2319. Do you make any distinction between essential and non-essential qualities, and if so how do you discriminate between them?

2320. Do the suggestions in this commentary throw any light upon the kindergarten gifts?

2321. What is the difference between ordinary observation and scientific observation?

2322. Does the value of Froebel's exercises consist

chiefly in the knowledge gained through them or in the habits of mind they tend to form?

2323. Is there danger of forming prematurely a scientific habit of mind?

2324. What is the scientific habit of mind?

2325. What is the natural altitude of the child's mind?

2326. Have you known any kindergartens where there was too much natural science? If so, will you give an account of one and state its dangers and its defects?

2327. What does Froebel say in the fifth and sixth paragraphs of his commentary?

2328. Is a true *following* of the child the essence of Froebellianism?

2329. Do many kindergartners still err by insisting that the child shall follow them?

2330. Do others "follow the child" and fall with him into a pit?

2331. *When* and how may you in Froebel's sense *follow* the child?

2332. Do special interests make their appearance at special ages?

2333. Name any of these special interests you may have observed and the ages at which they appear.

2334. Give any experiences arising from your efforts to respond to them.

2335. What suggestions does Froebel make in his final paragraph with regard to observing flowers?

2336. Will not the effort to carry out these suggestions give you all the work in botany suitable to kindergarten age?

2337. Do we often make a grievous mistake in seeking to systematize the knowledge of a young child?

ANSWERS TO PREVIOUS QUESTIONS.

(From Mabel Corey, Chicago.)

538. Please write out in detail a talk with your children on the "Target" picture. (See Vol. X, September, 1897.)

539. What stories would you suggest to be told in connection with this song and picture?

In a private kindergarten of twenty children we tried last winter the following plan of work on the "Target." We divided the subject

into three parts. During the first week we considered the constructive element in the game and song; the second week, the principle of compensation; the third week, the principle of balance, which developed naturally out of the other divisions of the subject.

On the morning circle the Mother-Play picture was passed to every child, each one naming something he saw in the picture. Nearly everything else was seen and mentioned before anyone discovered the target, when all the remaining children saw targets of different kinds. Many of them then told of the use of a target and of toy targets, with popguns that Christmas and birthdays had brought to them. A strong enthusiasm seemed to pervade the whole kindergarten by the time we were ready to go to the tables.

At the tables for the first week, the older children together made one target out of a barrel-head, using a compass string to draw the circles on the front, and painting these alternately red and white. The cross pieces were measured, sawed, and nailed to the back, thereby making it both simple and strong. Toy targets were made of colored paper, red, blue and white. The older children drew circles on paper with a compass and cut them out with scissors. The red disk had a diameter of five inches; the blue, three inches, and the white, one inch. After pasting the three together, slats were glued to the back. The circles were marked for the younger children.

The children decided for themselves to make bows and arrows. After trying twigs which were too brittle at that time of year, we found that a cheap whalebone made very good bows, and hardwood slats were suitable arrows.

Our games were fascinating. The children took great interest in learning the Target Game in Miss Blow's book, which we played in many ways and which was repeatedly called for. We used our bows and arrows and target on the circle, each one taking a turn at aiming; again we used a rubber ball to strike at the center of the target; another time we tossed the ball and each tried to catch it in a small hat or basket. As we grew more expert in aiming at the target, we played a running game, aiming to hit the center of the target with a First Gift ball while running.

The whole idea of aiming took such possession of the children that popguns and fancy bows and arrows were brought daily to use with our target. A large hoop was suspended from the gas jet in the center of the room, about four feet from the floor, and balls were thrown through to the other side. We revived the old-fashioned game of grace hoops, one which occupied our fathers and mothers when they were children; also one historically well known, in which a hoop is held at arm's length by the kindergartner, each child in turn running with a stick in his hand, jumping as he hears the hoop and catching it on the end of the stick.

We set up the three forms of the Second Gift for ninepins, aiming to knock them over with the wooden ball. Different games of marbles were contributed by the children, which were played and promptly enjoyed. The older children sewed pieces of strong cloth together for bags, which the babies filled with beans, and with a little help finished. The older children also furnished the box, themselves sawing a large hole in the top for our aiming game with bean bags. The children were very much impressed with the story of "William Tell," which was adapted to our subject.

Second Week: In considering the principle of compensation we played toy shop, taking all the targets, bows and arrows, guns, grace hoops, balls, and ninepins for our goods, selecting one of the children

for shopkeeper while the others played they were customers. Everyone bought something, and each in turn showed us how to play with the toy purchased. When asked where they would get the money to buy with, some answered: "From mamma," or "From the bank," even going so far as to play steam cars and riding down town to the bank.

We used the Third, Fourth, and Fifth Gifts in keeping store, the cubes and bricks representing boxes of fruit, crackers, sugar, etc. We used only one Gift at a time. We made scales for the grocery store that really weighed sugar and crackers for buyers. We used bright-colored handkerchiefs, sashes, and ties for our dry goods' store, each one dressing up in the article purchased and taking a walk. Every day the target games of the previous week were played with increasing interest as we grew expert and skillful in aiming.

The third week was spent in considering the principle of balance. At the tables we used the Fourth Gift to demonstrate balance in making a see-saw and a tower. We balanced a ruler on six of the Third Gift cubes built up solidly, using the other two for children on a see-saw.

With the First Gift we played all kinds of clock and bell games. We cut out hammocks of tissue paper, also paper dolls to swing in them; we made tops out of small sticks run through a button mold; we cut and made a cradle of cardboard modeling paper, which delighted the children when we found our paper dolls could rock back and forth in them.

The games of this week revealed to the children their bodily limitations, as was shown by their surprise when they found difficulty, for instance, in hopping on the left foot; jumping over a stick; balancing the body on one foot; placing a book on the head and walking slowly without its falling to the floor; swinging first left then right foot, and balancing a stick upright on the hand.

Another time we will certainly use the picture and story of the poised "Mercury." Our children did not seem to need the story of King Midas, giving no indication whatever of miserly or one-sided interest in money.

At the close of this series of work and play the kindergartner and both assistants felt that it had been a joyous and profitable season to them as well as to the children. We accounted for the children's great interest in the work because in itself it suggested spontaneous activity both at the tables and at game time. While our children brought much to us, two friends used almost the same plan of work with less fortunate children with equal success.

WHERE the dusty highway leads,
High above the wayside weeds
They sowed the air with butterflies, like blooming flower
seeds.
Till the dull grasshopper sprung
Half a man's height up, and hung
Tranced in the heat with whirring wings and sung and sung
and sung.

—James Whitcomb Riley.

CURRENT REPORTS AND PROGRESS SIGNS OF THE KINDERGARTEN MOVEMENT.*

Kindergarten Appropriation for Washington, D. C.—Among the last acts of Congress in its session of June, 1898, was the passage of an appropriation bill providing \$12,000 for public kindergartens in the District of Columbia. Is not this an item of ethical consequence, viz., that in the heat of the war with Spain the government has made provision for the youngest school children of the capital of our own nation? Is it not entirely consistent with the criticisms upon Spain's failure to furnish all her people with adequate educational provision? Among the many citizens of the city of Washington who have pushed the appropriation bill are the following: Superintendent of Schools Powell, Mr. B. Pickman Mann; Miss Wescott, high school principal; Miss Katherine Hosmer, Mrs. Anna Murray, and Mrs. James McGill. The bill was presented by Senator Mitchell of Wisconsin, who bravely championed the children's cause. The Senate committee, before whom the women petitioners appeared, recommended its passage, and the provision was carried as an amendment to the general bill which makes appropriations for the government of the District of Columbia for the fiscal year ending June 30, 1899. The amendment reads as follows:

To enable the commissioners to establish and maintain in each of the eleven divisions of the public schools free kindergartens, the same to be a part of the public school system of the District of Columbia, twelve thousand dollars, or so much thereof as may be necessary.

Mr. B. Pickman Mann writes as follows of the forces that were engaged to secure the passage of the bill:

"I cannot apportion the credit for the passage of the bill establishing kindergartens. At the last many influences were at work. Hon. Carroll D. Wright was the representative of the Columbian Kindergarten Association. Mr. Henry K. Blount was an advocate of the measure at meetings of the Senate or conference committee. The Federation of Women's Clubs made the measure a legislative specialty for this session. The Colored Women's League also claims credit, and as a matter of course the measure required preliminary official support of the Board of School Trustees and the Commissioners of the District of Columbia before it could come before Congress. It was advocated by Superintendent Powell before the Board of School Trustees, and he was converted from an opponent to an advocate by comparing the work that had been done in the name of the kindergartens previously with that which was done by the first graduates of the Elizabeth Peabody Kindergarten Normal School. I raised the money to put those first graduates at work, so I feel that my wife and I have especial reason to be gratified at the successful outcome of our undertaking. I believe the mothers' congresses had a very strong underlying influence in making a public sentiment which supported the efforts of the kindergarten advocates."

In writing of the hopes of the petitioning committee, Mrs. Murray writes:

"We anticipated but small success, and only thought our efforts this

*Reports of kindergarten training schools, clubs and associations, in short, whatever is of historic interest to the kindergarten profession, is welcomed to this volunteer department, subject to the discussion of the editor.

year would help us on for further success another year. The petition, with quite a number of our most influential names, was presented. The bill had already passed the House before this amendment was tacked on, and so went to the conference committee, on the chance of going through. This was accomplished, and now the good news may be sounded! I think kindergartens will be put into ten schools to begin with. To say that I am grateful is a very mild way of expressing myself. I could shout with all the strength of my body in praise and thankfulness that this has been accomplished. It means the great step toward a possible millennium, when the lion and the lamb may lie down in peace together."

We join in the rejoicings of all parents, who, like Mrs. Murray, have young children in the city of Washington. We rejoice for the cause that we may point all other communities and cities to our national capital and its free kindergartens, free for all classes and knowing no color line.

Dr. W. N. Hailmann has been retired from the position of superintendent of Indian schools, and Miss Estelle Reel named in his place. Dr. Hailmann was sustained for reappointment by such pledged names as the following: Charles C. Harrison, provost University of Pennsylvania; Daniel C. Gilman, president of the Johns Hopkins University; Seth Low, president of Columbia College; W. R. Huntington, rector of Grace Church, New York; William Adams Brown, professor in the Union Theological Seminary, New York; Charles W. Eliot, president of Harvard University; Charles Kendall Adams, president of University of Wisconsin; Francis G. Peabody, professor in Harvard University; John S. Kennedy, New York; A. F. Schaffler, New York; Parke Godwin, New York; George Harris, professor in Andover Seminary; John Sloane, New York; J. Pierpont Morgan, New York; Charles Lanier, New York; W. E. Dodge, New York; William Crosswell Doane, bishop of Albany; John Graham Brooks, Cambridge, Mass.; G. W. Blatchford, Chicago; W. G. Sumner, professor in Yale University; W. N. McVickar, bishop of Rhode Island; J. L. M. Curry, trustee and general manager of the Peabody and of the Slater education funds; William Lawrence, bishop of Massachusetts; Booker T. Washington, principal of Tuskegee Normal and Industrial Institute, Tuskegee, Ala.; William H. Hare, bishop of South Dakota; Agnes Irwin, dean of Radcliffe; James B. Thayer, professor of law at Harvard University; John Fiske, Cambridge, Mass.; Joseph H. Choate, New York; W. S. Rainsford, rector of St. George's church, New York; H. C. Potter, bishop of New York; John Ireland, archbishop of St. Paul.

In speaking of the removal the *Journal of Education* writes: "We think it was a great mistake and a great wrong to remove Dr. Hailmann, but it is due the President to believe that he was led to think that the public service would be improved by securing greater harmony of administration of Indian affairs, and that this could be secured with the least sacrifice and disturbance by this change. Dr. Hailmann is one of the most capable and every way able men in the profession, and some place worthy the man should seek him at once, as we are confident it will."

The *Public School Journal* comments: "Of his successor there is little to be said along lines educational in which Dr. Hailmann is strong. She has done nothing to prove her fitness for this great work, nor her ability to meet its responsibilities. Her success has so far been in the field of politics, and in this she has ever proved herself an expert. Educational and political talents differ, but it is not impossible that both

should be possessed by the same person. But if Miss Reel has the devotion and native ability of Horace Mann she will have to spend the first four years of her administration in studying this extremely difficult problem of Indian education, and in making herself acquainted with Indian life and its capabilities. Whether we consider the removal or the appointment, this action of the administration seems to be a blunder that is almost a crime.

Bardeen Paper Mill and its Kindergarten.—Mr. G. E. Bardeen, president and manager of the Bardeen Paper Co. of Otsego, Mich., writes under date of July 29, 1898, as follows: "For two or three years I have been considering how we could best aid the women who work in our mills in caring for their children who are too small to attend the public school, and who have to stay with their mothers all day at the mill or run free on the streets. In building Mill No. 3 we added enough to one wing to furnish a reading room for our hands, where we have several tables and chairs and sixty-eight different publications, and further beyond a kindergarten room well lighted, handsomely painted, furnished with running water and everything necessary for kindergarten work. I obtained as principal Miss Grace Campbell, who has taught kindergarten in Grand Rapids, and she is doing good work, even the older children of our people in the mill being very anxious to attend. They seem to be a happy lot of children, and the pleasure experienced in watching their happiness more than repays us for all the expense which we keep up without any aid from outside." Our readers will be interested in knowing that the paper on which this journal is printed comes from the Bardeen mills.

Passing of Marion Van Vliet.—Marion, the daughter of Thornton Van Vliet, of Brooklyn, N. Y., and granddaughter of the late Rev. Rollin S. Stone of Hartford, Conn., died Saturday at Chautauqua, N. Y., at the age of twenty-three, of typhoid fever. She was attending the Chautauqua Summer School, full of enthusiasm, vitality, and kindergarten zeal. Marion Van Vliet began her professional training with the Chicago Free Kindergarten Association in 1894-95, completing her course with the Chicago Kindergarten Institute the next year. She directed the public kindergarten at Lake Forest for a year, then returned to her home in Brooklyn, where she entered the public examination and carried the honors. She was offered a permanent place in the Brooklyn public kindergartens under Miss Curtis, but instead took her place in the Washington Street School at Hartford. It was the editor's privilege to see her there in the early spring, happy in the midst of her children, and engaged to return to enjoy the new quarters being added to the building. The good work, and the friends and family of Marion Van Vliet have our sincere sympathy in this passing out of one who was generously favored with all those good qualities which go to make a complete kindergartner.

A SOUTHERN subscriber to the KINDERGARTEN MAGAZINE makes the following earnest inquiry: "My little boy of twenty-six months is recovering from an illness that began a year ago. For weeks he hovered between life and death, and when he finally began to improve his mind appeared to be blank. The doctor said that although he walked and talked, in other respects he was like a newborn babe. He cannot yet sit alone, and has never said a word since the first convulsion. He notices many things and makes great effort to speak. The doctors say that his mental improvement depends on education, and I now long for an experienced kindergartner to come to our town, as I do not know

where to begin my boy's education. The doctor says, 'Teach him to observe and use his faculties,' but that is just what I do not know how to do. Would you be kind enough to give me any ideas or suggestions, or could I get them from any books or magazines." Has any other mother panted by so sad an experience, and is she willing to help the little woman in the South through the columns of this magazine?

In Memoriam.—Miss M. E. Barker, who for the past year was in charge of the kindergarten training work at the Home for Christian Workers, Albany, N. Y., died on June 8, and the work loses an earnest, faithful instrument. Miss Edith H. Kinney, a pupil of Miss Barker, has written the following lines to her memory:

As if dawn, when day was dead,
Should steal back in twilight's stead—
So her youth, returning now,
Binds its beauty round her brow;
And her eyelids, petal-pure,
Fold the flowers of sleep secure.
Fair the cheeks that will not know
One more tear to stain their snow,
While outshines from pain's eclipse,
Cloudless joy upon her lips.
Whiter, saintlier her rest
Than the lilies on her breast.

Lovelier than sleep is this
Deep, deep quietude of bliss.
Whoso breathes the name of death
Surely knows not what he saith;
She but slumbers for a space
Preluding life's endless grace,
She was weary, let us go
To the ones who loved her so;
Some new message glad to tell
To the children she loved well.
Let her inspiration live
In the service we shall give.

SOME years ago an organization was formed by the students of the Keilhau school, founded by Froebel in 1817, holding an annual meeting at Whitsuntide. The place of meeting is always selected with reference to its reminiscent interest. The place of meeting this year was Dortmund, near which village Middendorf was born, and which is also the birthplace of Barop, both men having been true friends and co-workers of Froebel. Many of the old students attended the meeting, some coming from a great distance, as the president, Herr Victor Nagele, of Leipsig. Many of the Keilhau teachers were present, among them Herr Professor Barop. Nuremberg was selected for the next place of meeting.

THE social settlement at Cleveland, Ohio, is developing its work satisfactorily under the warden, Mr. G. A. Bellamy. From its annual report we cull the following definition: "The function of a settlement is the development of all the elements of home life—manhood, womanhood, child life, thrift, neighborship, good citizenship, and love of God." The Hiram House kindergarten will be in charge of Miss Alice Hunt, who during the past two years has done valiant service among the children of the mining town of Ironwood, Mich. Miss Hunt has our sincerest good wishes for the success of her work during the coming year.

Homeseekers Excursions.—On September 6 and 20, and October 4 and 18, 1898, the Chicago, Milwaukee & St. Paul Railway will sell round-trip excursion tickets (good for 21 days) to a great many points in South and North Dakota and other Western and Southwestern states, at practically one fare for the round-trip. Take a trip West and see what an amount of good land can be purchased for very little money. Further information as to rates, routes, prices of farm land, etc., may be obtained on application to any coupon ticket agent, or by addressing Geo. H. Heafford, general passenger agent, Old Colony Building, Chicago.

ON Saturday, June 11, 1898, the Kraus Alumni Association celebrated the twenty-fifth anniversary of Mrs. Maria Kraus-Boelte's service as kindergarten training teacher in this country. Representatives from

each of the twenty-five classes brought a special message and greeting of the year in person, many absent ones sending letters and messages. Among other interesting experiences told was that of a member of the class of '79, who reported that her last kindergarten was in Spain, and that she had returned just in time to be on the winning side. A loving cup was presented Madam Kraus by the graduates, the presentation address being made by Mrs. Clarence Meloney.

At the beginning of the school year teachers return to their work with new enthusiasm and with a firm resolve to help the boys and girls make the most of themselves. Every such teacher will find help in this direction in the *Perry Pictures*. They will bring beauty and gladness into the life of the child. They can be made to affect the home powerfully for good. To know these pictures is to desire them. Sold at one cent each by the hundred, postage prepaid, they are within the reach of all. Send two-cent stamp for catalogue today. Address, The Perry Picture Co., Malden, Mass.

MISS JEAN M. HANNA, of Los Angeles, Cal., contributes the following verse to be added to the song of "The red, white, and blue," in the Tomlins' song book:

And here are little brothers,
 Growing strong and brave and true,
 Who'll protect their country's honor,
 And these little sisters, too.
 Hurrah for the three little sisters,
 Hurrah for the brothers true,
 Hurrah, hurrah, hurrah, hurrah,
 Hurrah, for the red, white, and blue!

Valuable Kindergarten Exhibit.—The kindergarten exhibit at Rochester, at the July New York State Teachers Convention, was under the direction of Dr. Jennie B. Merrill of New York City. It was a fair representation of the current work of the average kindergartens of the state, and indicated wholesome progress, in that it was not elaborate in any direction. The hand-work was simple, homely, and of the greatest variety. This exhibit would prove that there is no cut-and-dried program for the entire state of New York at least.

MISS ANNA F. DEAN, the present secretary of the National Congress of Mothers, writes: "I think Miss Butler's place on your staff for the coming year will be most helpful to all who may read her contributions to the KINDERGARTEN MAGAZINE. She impresses me as a most energetic as well as reliable and straightforward person, and no one, I think, could look into her straightforward eyes without having confidence inspired." [See "Topical Outlines for Monthly Mothers Meetings" in this issue.]

It is a privilege to wish the KINDERGARTEN MAGAZINE many successful years. Its first decade of work has done much to spread the greatest educational system ever established. The little periodical, started so unostentatiously, has awakened many a mother to the importance of having her babies' minds trained according to the principles that assure a firm educational foundation. With best greetings—*Grace Espy Patton, state superintendent of public instruction for Colorado.*

UPON the farm of Grover Cleveland, near Princeton, N. J., there has just been established a farm school for poor boys from the city slums, of which the ex-President himself is the donor and founder, and to which he is devoting his means and energy. The farm consists of some sixty-five acres of rolling upland. The immediate care of the farm is under Mr. John Henry Vroom, a former student of Princeton University.

AN earnest friend of the kindergarten movement writes thus from her home town of the general attitude of the Board of Education: "There is much opposition from these misguided mortals, to whom the kindergarten is synonymous with luxury and extravagance. It is distinctly a campaign by education before the members of a board are set right in this matter."

PRES. E. BENJAMIN ANDREWS, of Brown University, was elected superintendent of Chicago schools July 13, Supt. Albert G. Lane being retained as assistant superintendent. If President Andrews allies his influence on the side of fresh educational practices with as much sincere conviction as has Superintendent Lane, a new epoch will be made in school history.

THE Misses Taylor have conducted a private kindergarten and primary school for the past two years at The Dalles, Ore., meeting with success, especially in the primary work. The young women write as follows: "The news items in the KINDERGARTEN MAGAZINE are very beneficial to those of us who are alone and far away from the kindergarten center."

HARVARD UNIVERSITY announces courses for the study of education and for the professional training of teachers, principals, and superintendents of schools, with Dr. Paul H. Hanus at the head. These courses provide "*opportunities to teach for practice under direction*" in the schools of Brookline, Newton, and Medford, all of Massachusetts.

MISS MARY F. LEDYARD, principal of the San Jose Normal Kindergarten Training School, has been unanimously elected to supervise the public kindergartens of Los Angeles for the coming year. Miss Ledyard continues to superintend her normal training work at San Jose, Mrs. Helen M. Drake being acting director.

MISS ETHEL M. ROE, the secretary and treasurer of the Kindergarten Literature Company since September, 1895, was married on June 24, 1898, to Mr. John R. Lindgren of Chicago. Mrs. Lindgren continues her connection with the company and also her directorship of the Chicago Kindergarten Institute.

MR. HERBERT MILLS ANTHONY will be remembered as the California gentleman who made himself useful in the model nursery at the Mothers' Congress in the spring of 1897. Mr. Anthony has served as a member of the navy corps, and has recently rendered able service during the war with Spain.

A SUBSCRIBER writes that she is about to prepare a paper on "The Hand of a Child," and asks for the names of any books or articles treating on the subject. She also asks the name of the author of a poem called "Little Brown Hands." We shall be pleased to publish answers to these inquiries.

KALAMAZOO, MICH., announces with satisfaction that two kindergartens have been received into the public school system, the Board of Education having voted the sum of \$2,000 for their support, the kindergarten association of the city having agreed to turn over its material to the schools.

THE Winnipeg (Manitoba) Free Kindergarten Association made a practice during the winter of 1898 of giving the children a hot soup every morning. The ladies are urging the public school board to adopt the kindergarten, which during the past year enrolled 187 children.

Two important vacation addresses were given at All Souls' Church, Chicago, by Mrs. Mary E. Sly, of the Northwestern University Settlement, her subject being "The Disinherited"; Miss Mary McDowell of the University of Chicago Settlement, "The Neighborly View."

THE London Froebel Society reports valuable lectures on child study by Earl Barnes during the early summer. Professor Barnes is to occupy a chair in the new School of Pedagogy in Cornell University. He will devote himself chiefly to problems of child study.

A WELL-EDUCATED, cultured mother passed the following written statement up to the platform during a kindergarten meeting which the editor was conducting: "Our little girl is afraid to look into the sky for fear she will see God."

THE class motto of the Dayton (Ohio) Kindergarten Normal School is as follows:

We must do own what we own not,
But which is free to all.

Two students were graduated in June, 1898, the closing address being given by Mrs. L. W. Treat, of Grand Rapids, Mich.

THE school board of Canton, Ohio, have offered the use of two rooms for the opening of a free kindergarten in September. Massillon of the same state has plans under way for a kindergarten association to be organized in the fall.

ONE of the prettiest sights that it has been our privilege to witness for many a day was that of the children of the Chautauqua summer kindergarten saluting the flag and singing "Dear Old Glory" with enthusiasm and spirit.

MISS VIRGINIA E. GRAEFF has been elected to supervise the public kindergartens of the city of Cleveland, and will also assist in the kindergarten normal training class of the city during the coming year.

THE Wylie Kindergarten Training School, of Madison, Wis., announces the special subject for the mothers' class during the coming year to be "The Study of Children's Toys and Play things."

COL. FRANCIS W. PARKER is reelected as principal of the Chicago Normal School after a bitter campaign which called out the volunteer support of private citizens and petitions.

MISS CLARA LOUISE MORGAN, well known in the work for deaf children has opened an oral kindergarten home for deaf at 1202 Franklin St., Oakland, Cal.

PRES. ANDREW S. DRAPER took for the subject of his address "The Law of Equipose" on the occasion of the closing of the Milwaukee State Normal School.

THE five vacation schools conducted in Chicago during the past summer by the City Board of Education have been eminently successful.

THERE is a bill before the New York state legislature to make attendance at school compulsory at six years of age instead of at eight.

ROCHESTER, N. Y., has seventeen public kindergartens, with an attendance of 2,500 children, an average of 112 children to a kindergarten.

FIVE dollars in kindergarten literature to the kindergartner forwarding us the best original giant story before November 1.



ANGEL HEADS—Sir Joshua Reynolds.

KINDERGARTEN MAGAZINE

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NEW SERIES.

WHEN KAISER WILHELM WAS YOUNG.*

OF course you all think there is nothing more glorious than to be a prince, a real, live, little prince, who writes with golden slate-pencils on silver slates, and may eat cakes whenever he wishes! Certainly it looks most magnificent when the spruce little princes ride along the main streets of the city in a fine coach. Everyone removes his hat in respectful salutation, and where the guard keeps watch at the gates, or before the castle, the soldiers spring out. "Halt! Present arms!" and now they all stand in a line as if made of tin, and the drummer beats a little roll.

Ah, you imagine then, surely it is splendid to be such a little prince. And you would scarcely believe me if I assured you that many times the little princes in the carriages think exactly the opposite, sighing: "Ah, certainly it is splendid to be such a little city boy, who may walk where he will, and is allowed to romp with the other boys, and does not have so much to learn as we poor little princes."

For that, indeed, must they do! A little prince must be studying from his earliest youth; studying very, very much, and even his sport sometimes becomes work to him. Just come with me into the nursery of a German prince; there you will see with your own eyes what you might scarcely believe upon my bare words.

I take you toward that palace on *Unter den Linden*, in Berlin. See this simple room; that is the playroom of Em-

* Translated from the German by Bertha Johnston.

peror William, who, as you all know, died on the 9th of March, 1888, after a long and famous reign. It is indeed long, long ago; almost ninety years have passed away since he played about here as a little prince. He was born here on the 22d of March, 1797, between one and two o'clock in the afternoon. "It is a fine little prince," cried good old Frau von Boss, his mother's lady-in-waiting, full of joy as she saw the newborn slumbering in his green silk cradle.

How happy were the parents over this little newcomer! King Frederick William III (who was crown prince at the time, for his father, King Frederick William II, still lived) and his beautiful, noble consort, Louise, found in their love for each other and their children their chief happiness. Nowhere felt they happier than in the peaceful bosom of their family. So they lingered often and gladly in the nursery, and looked with joy and pride upon their darlings; Fritz, Wilhelm, Charlotte, Karl, Alexandrine, Louise and Albrecht, who were given to them in the course of years. The queen never lay down to sleep without first stepping to the little beds of her children to press on the forehead of each a fervent good-night kiss.

King Frederick William III was a stern father, who had, in his own youth, been strictly trained. "You have great pretensions," said he once to the children. "Just hear how it was with me at your age. On my birthday I received a pot of mignonette worth three pennies. If my tutor wished to do something really kind for me, then he would take me into a public garden and let me get one penny's worth of cherries, and when they came high, two pennies' worth.

Prince William was barely six years old when he took part in the instruction which the Rector Delbrück gave his older brother Fritz. He seems to have been very industrious, and to have made good progress, for on the first page of the little reading book in which Prince William then studied, and which still exists today, there stands, written by the teacher himself, the following words of praise: "Prince William read very well on October 10, 1803, for the first time, without previous instruction." As a reward for it, on

the following Christmas he received a wonderfully handsome present, one which the little prince had long passionately desired—a uniform! It was an exact Hussar uniform, such as was worn by the regiment of the famous cavalry general, Zieten—braided dolman; *kalpak*, with high, white plume; saber, and riding boots. Nothing was lacking; everything was just as is worn by the real Hussars, only fitted to the small prince. Crown Prince Frederick (for meanwhile brother Fritz had become such, after Frederick William II had died November 16, 1797, and the father of little Prince William had become king of Prussia) had received a present of a uniform of the bodyguard regiment, and cousin Prince Frederick one of a dragoon regiment, and when the three little playmates were dressed tactics began. Two corporals had to come daily to the royal palace and drill the three youngest officers in the king's army in marching and counter-marching with saber and gun.

Do not think that this was play only. Oh, no, the exercising was taken very seriously, for the king often stepped unawares into the room, in order to see if the drilling were correctly done. "A recruit is a recruit," old Fritz, the king's great-uncle, had already said, and the two subordinate officers now impressed that upon them. And yet there were very happy times for Prince William and his brothers and sisters. They were not always reading and drilling; there were also many hours of the day when the boys might play. Lead and tin soldiers, with which Crown Prince William fought great battles, were present in the playroom in great numbers. But other playthings were not lacking; there were two very clever little cats which stared at each other with their big eyes, and the most comical thing about them was that they nodded their heads whenever one pushed them; there was also a rattle of red-striped wood with yellow spots.

But the greatest delight was given to the young princes by the king's great bed screen, whose yellow surface was completely overstrewn with wonderful figures. In the evenings the King and Queen Louise often seated them-

selves in the room, and, with scissors, cut silhouette pictures out of great sheets of paper, which were then pasted on the screen. There one saw with ease all imaginable events in a soldier's life. Here the watch marched up, there rode the Hussars and Cuirassiers in storm against the enemy; a picture near by represented a sutler's tent, and there again, one saw soldiers make entry into a conquered fortress. Hundreds of pictures of war time and peace were pasted by degrees upon the yellow paper, and have doubtless been often enough admired by the little princes in their merry chatter. Alas! how soon would they see in reality that which they here beheld with so much pleasure in the paper pictures.

The year 1806 drew near. Prussia became involved in the war into which half of Europe was drawn by the overmastering emperor of the French, Napoleon. Now sad times began, since the war resulted so unfortunately for the Fatherland. On October 14, 1806, the Prussians were repulsed at Jena, and Queen Louise, who had accompanied her consort during the war, was obliged to fly. As she reached the capital, October 18, she found her children were not there, for Rector Delbrück had thought it advisable to escape with the princes as soon as the sad tidings from Jena reached Berlin. He was now recalled from Schwedt, on the River Oder. Together with her children the queen journeyed through Stettin, toward Königsberg in Prussia, and then to the extreme corner of the kingdom to Memel, as the French soldiers continually pressed the Prussians back. The princes were provided for in the homes of simple citizens, and the nursery became more than ever a study. The instruction under Rector Delbrück proceeded diligently, and the drilling, too, was earnest.

On New Year's day, 1807, the little Prince William was appointed an officer, and on festival occasions, and on parade, he had to march amid the ranks of the big soldiers. "It may be," so had the king said to Prince William, as his nine-year-old son wished him a happy New Year, "that on your birthday no opportunity will occur to properly invest you, so I appoint you an officer today; there lies your undress

uniform." Now the red Hussar jacket was put aside and the prince put on the correct Prussian uniform, which was no longer held as a plaything, but must be worn by him like a valiant, even though a young, officer. Of this Prince William was well aware, for he bore in mind those earnest words which his mother had addressed to him and his brother on their flight toward Königsberg. "You see me in tears," thus had Queen Louise spoken. "I bewail the ruin of my house, and the loss of the honor with which your ancestors and their generals have crowned the Hohenzollern family. Alas, how dimmed is this luster now! In time to come, when your mother and queen lives no more, recall to memory these unhappy hours; bewail my tears in remembrance, as I now weep in this dreadful moment at the downfall of my Fatherland. But content not yourself with tears alone; be active, unfold your energies, perhaps Prussia's tutelar genius descends upon you; deliver your people from the shame, the reproach, the humiliation under which she languishes! Become men, my princes; aspire to the renown of great commanders and heroes!"

His deeply loved mother, the noble Queen Louise, in tears! How that must have pained him, and how the nine-year-old prince must have longed to be older, only a few years older, that he might battle for his Fatherland; that he might be equal to the words of his high-spirited mother. Well, who of you does not know that this time did, indeed, come; and that after long years the slender, lithe Prince William grew up and took the field against the French as the powerful Emperor William, and for every tear which they had once wrung from his much loved mother he paid the French home with a bloody battle.

A little incident happened on a warm summer afternoon, when Queen Louise had gone with her two eldest sons outside the gates of Memel. The boys had gathered cornflowers in the fields and took them to their mother. She wove them into a wreath and placed it on her head; then, as is related, a couple of French officers came that way, who, instead of saluting Prussia's queen deferentially, ridiculed

her simple flower adornment. The queen, however, turned to them with serious glance, and said: "Ah, gentleman, since your horses have trampled down our grain fields, even wild cornflowers are valued as jewels in Prussia." The two officers slunk away ashamed; but the incident remained always in the memory of both princes, and you know that Emperor William of all flowers loved none so well as the blue cornflowers. And now we know why he preferred this homely field-flower to others more beautiful and more fragrant.

But brighter experiences were not wanting during the years when Prince William was obliged to stay in Memel. Besides the lessons and the drilling, there were also many free hours which were spent in playing, walking, gymnastics, and swimming in youthful merriment. To convince yourself of it, see the letter which the ten-year-old Prince William himself wrote to his friend, Prince William of Orange. As you can imagine, letters of Emperor William's boyhood are very rare anyway, as a little prince, just like other boys, after his tasks, enjoys playing in freedom more than sitting in a room to write letters. The letter runs thus:

Memel, the 29 of July, 1807.

DEAR WILHELM: Yesterday I began bathing in the sea. When I went in it seemed very cold to me, but when I went further in it seemed very warm to me. Two tents have been pitched, under which we dress and undress. Fritz (do you not guess immediately that by that he means his brother, Crown Prince Frederick William) went in very far yesterday, and dived under more than three times. It gives us great delight. Remember me many times to Constan. If you see Hausinger tell him that I have made some progress. I am above all, your faithful

WILHELM.

When at last, in the winter of 1809, the royal family were able to return to Berlin, Prince William was no longer a little child, but almost a grown-up boy, and, as his mother said of him, "straightforward, true, and sensible." What happened in the following years made the young prince yet more serious and intelligent. A few months after the return home on July 19, 1810, his dear mother died. In 1813 the war against the French broke out anew, and this time the

youthful prince took part. Being the true son of a Prussian king, young though he was, he feared no danger, but fought bravely in several battles. For his gallantry in the battle of Bar upon the Aube, February 26, 1814, he received his first order, the Cross of St. George, which was conferred upon him by the Czar Alexander of Russia, the ally of Prussia.

After the peace of Paris the prince returned to Berlin, and soon after was confirmed in the chapel of the Charlottenburg palace. His childhood, which came to an end on this hallowed day, had been, as you see, very serious and often very sad. But thereby were fulfilled the words of Queen Louise: "It may be good for our children that they become acquainted in their youth with the serious side of life. If they grew up in the lap of luxury they might imagine that it must necessarily always be so." In later years Emperor William reflected often on the deprivations of his youth, and related how much he owed to them. In those days he formulated the life principle which he, on his confirmation day, had publicly expressed, and to which he remained true all his days: "The pleasures of life I will enjoy in innocence, and through that enjoyment strengthen myself for the duties of life; but will never make such delight a matter of importance, or look upon it as a princely prerogative. My powers belong to the world; to the Fatherland; I will, therefore, be assiduously active in the sphere assigned me, employ my time for the best, and be the author of as much good as lies in my power."

Are these not golden words which you, with all your faculties, should emulate? Then will you surely grow up to be good and gallant men, and for your whole life draw profit out of the story "When Kaiser Wilhelm was Young."

I LOVE to wander through the woodlands hoary
In the soft light of an autumnal day,
When summer gathers up her robes of glory,
And like a dream of beauty glides away.

—*Sarah Whitman.*

CHAUTAUQUA SUMMER KINDERGARTEN.

ALICE DAY PRATT.

This is the "Time when meadow, grove, and stream,
The earth, and every common sight
(To them do) seem
Appareled in celestial light,
The glory and the freshness of a dream."

WITH the first days of July the gate of the Chautauqua paradise swings open, and the keeper of the keys begins the use of his henceforth busy punch upon the tickets of scholars, orators, musicians, artists; specialists in numberless lines of work, bringing in their train a troop of enthusiastic searchers after truth; a daily increasing multitude of earnest students of all conditions and circumstances, young and old, care free and heavy laden, new voyagers on the sea and ancient mariners full of years and life experience. And with their elders, an inevitable incident, a living, eager, active incident, come the children.

Of the older boys and girls, in their active summer life, we must leave others the privilege to speak; but the toddlers, the little three and four and five and six-year-olds, still holding to their parents' hands, often big-eyed, silent gazers on this wonderful new life, to whom many of the wise among their fellow-travelers would hardly give intelligence as yet—they lie within our kindergarten province, praise the Lord! Throw maturity to the winds, throw conventions, settled opinions, all bonds and habits to the winds; shut your eyes; slide back and back into the early, early, earliest days you know; now say: "The children have come to Chautauqua for the summer!"

A bare statement of a simple fact, but what may it mean to them? Perhaps it is the first outgoing from the home. Far back in the spring began the consideration of the summer plans, but vaguely understood by the children; then the

new clothes, simple and wholesome and beautiful, let us hope; then the packing and the mysterious trunks; the railroad journey; the lake, the steamboat with its thrilling whistle; the dancing, sparkling water and wonderful air; the blue, blue sky all unobstructed; the big boats, the little boats, the row boats and sail boats; the crowded dock, the gate, the ticket man; the fresh green earth all in its mid-summer dress, the soft rustling wind, the holiday people outdoors all day with no hats on, the queer little cottages tucked in among the trees, the dinners at other people's tables with strange folks all around, the new beds not like those at home. Then came that first going to church out of doors, with only a roof for shelter, where the walls are all windows and the windows are all open, and the sunshine and the breeze come in; and the birds come in; and there is the mighty, mighty multitude of people, all so still. And what does all this stand for in the child's life history? And in this throng of busy people, of weary mothers, maybe, looking for refreshment, where is the place for the child-garden and the gardener?

Out of our own babyhood what are the pictures that stay with us to chronicle the great events? The first white tablecloth on the green grass some picnic day; the first shells on the sandy shore, standards of comparison forevermore; the strong wind in the strange marsh grass; the rainbow feathers on the drakes brought by the hunter father; the first red sunrise on the water; the first full moon in the woods; strange streaks and colors of the clouds—these are not facts but feelings, not knowledges but promises. How surely in deep experiences of life we turn back and recognize them as fulfillments of such prophecies.

These are "Those first affections,
Those shadowy recollections,
Which, be they what they may,
Are yet the fountain light of all our day;
Are yet the master light of all our seeing."

Is it not a good something to little children that there are those whose work it is to secure to their lives the child-life? that there are those who see with the child eyes, who

hear with the child ears, who feel with the child heart, and who tell them that all this living and seeing and hearing and feeling is the promise of truth that grows truer with every year? All this granted, given Chautauqua, given the children and the kindergartner, where shall we make our beginning? What is its practical outcome? Here is a multitude of new impressions. What selection shall be made from among them? Surely it is well to emphasize some rather than others, and so to enhance and strengthen these that they may become permanent.

On Monday, July 11, the forty or fifty little beginners found their places on the big circle in the kindergarten room of Kellogg Hall, and the first note of the new family relationship was sounded by the kindergarten mother, Mrs. Mary Boomer Page. Here were faces, expectant, wondering, shy, troubled, defensive, all awaiting that gathering power, the discovery and interpretation of common interest.

Oh for still a new and simpler language by means of which to picture these six weeks of child life!

"Children's Interest in the Elements, Water, Earth and Air"—this was the brief statement of subject-matter given by the kindergartner to those interested. Four chief forms of expression were offered to the children: Language, Song, Manipulation of Tangible Materials, and Bodily or Dramatic expression. The early morning gathering or morning circle stood for the gathering force, the family good-morning, the recognition of each little member as one of the whole, the discovery of common interest, the sharing and enhancing of individual experiences. Here, during the first two weeks, came all the boat stories, the big boat with the whistle (*everybody's* boat), somebody's uncle's *little* boat with the white sails, the row boats in long lines at the pier, and mysterious little shadowy boats that carry magic lanterns after dark. Here, too, came the "fish stories"; *true* fish stories, even little live fish, and turtles too, and shells. Later these little disjointed tales were gathered up and crystallized in some of the world stories—Neptune, ruler of the waves; Clytie, the little sea maid, a shell for her carriage

and gold fish for her steeds; and great Ulysses with the fatal, misused bag of winds, and all the adventures of that far-off boat that sails on the sea of fable. Little songs set the stories dancing:

"Once I got into a boat,
Such a pretty, pretty boat,
Just as the day was dawning;
And I took a little oar,
And I pushed out from the shore
So very, very early in the morning;
And every little wavelet had its white cap on,
Its night cap, white cap, night cap on;
And every little wavelet had its white cap on
So very, very early in the morning."

Also,

"Tiddledewinks and Tiddledewee
Are two little fishes
That live in the sea.
They look just alike,
So everyone thinks
That Tiddledewee is Tiddledewinks."

Suddenly some child discovered that two hands could make a little boat, and the boat could rock to music. Somebody else discovered that one hand could be a boat and one could be a sail. Hands could play waves; children could be fishes (Tiddledewinks and Tiddledewee) swimming and playing in the cool, cool water; and there could be a play boat and a strong boatman, who could invite *just* a boat load of children to ride with him, careful children who would not tip the boat. After the morning gathering came the table-work times, the big family parting itself into little families, all telling the same stories in different ways with things that could be seen and felt, in ways easy for little fingers, harder ways for big fingers. There were nut-shell boats and cork boats, with real, white sails, sailing on real water (sometimes the lake itself), carrying people and freight from dock to dock; there were clay boats and paper boats, big steamboats made of blocks, with docks and light-houses, and even Chautauqua gate and the ticket man; and there were painted pictures of the blue lake, little white boats, wonderful, undiscovered fishes.

Before the little brains were tired, or the fingers grew uncertain, there would come the call to the big circle once

again, and it was time for the hearty romps, which are as old as the age of children. Ball games, tag games, blinding and guessing games, and a few of the old Saxon games, that big sisters have always taught little sisters, and which little sisters in turn teach to smaller neighbors perennially, such as "Round and round the village," "All your right hands in," and, "Little travelers from many lands." Then there was more work at the tables, often such work as could be taken home, to serve as a little gift of each child's own making for someone who cared for the fingers more than the perfection of the art. And then came the orderly good-bye, sometimes with quaint, old-fashioned bows, and sometimes by the simple hand-shake of each child with the kindergartner. Have art and the arts a practical significance? Does it mean something that through all ages man has been striving to make the inner world concrete, and by means of his crude creations to interpret that unknown life within, and to hand it down a fuller life than when he found it? Does it mean something that various avenues of expression should be opened wide to the children of men, so that from among them each individual may find his truest language, or that by the use of all he may reach his fullest life?

Step by step with the advancing season the children journeyed through the kingdoms of Water, Earth, and Air. Hand in hand with the nature experiences the opportunity was given them to objectify, re-live, and idealize these experiences. On one occasion it was a visit to the little river and the real bridge; then they enjoyed play-rivers and play-bridges in the sand pile, and later, architectural bridges and pictured bridges with blocks and pencil. Another time came first the visit to the woods, the romp, the real digging and planting; stories being told while twelve children huddled on one stump just made to fit. The story of Ulysses and Persephone was told in the half light, with all the fairy rustlings and bird-calls in the leaves. Then came the pictured forests, trees, and flowers, sketched from memory, improved and verified by later excursions to the door to look

again at the real tree, with results in some cases more tree like and flower like than the achievements of many an artist.

The painting and drawing times were often out-door times. Rows of serious little artists sat on the grass with the lake at their feet, taking its picture, or selecting colors for trees and clover field. There were excursions down this street and up that one; visits to hall and amphitheater. These were followed during table hours by the making of slat sidewalks and rows of cottages, with children visiting from door to door, until finally one day all Chautauqua lay pictured on the floor. There was hall, amphitheater, post-office, kindergarten, cottages, and the curving lake shore marked with shells. The little toddlers, fresh from the nursery, told all into simple play, trudging out under the trees for games of horse, or for soap-bubble parties, or to find the real "boy-blue" beneath the haycock. The older children of six and seven applied themselves to serious work, building structures of real beauty; weaving baskets of real usefulness, applying the acquired skill and knowledges of their half-dozen years to the possibilities of simple materials.

Music that was real world music gave the form for rhythmic activity. Siegfried's own galloping measures inspired the modern Greyfells, while beautiful Sir Galahad and his white horse looked down on play and story from the wall. We dare say that much that was felt by the kindergartner was not worked out; and that all that was wished was not accomplished; but every failure brings insight, and every attempt means something somewhere. The faith, the poetry, the love of childhood expressed, interpreted, made strong, gives to us that Highland region whence—

"In a season of calm weather,
Though inland far we be,
Our souls have sight of that immortal sea
Which brought us hither."

"ALONG the roadside, like the flowers of gold
That tawny Incas for their gardens wrought,
Heavy with sunshine droops the golden-rod."

—Whittier, in "*Among the Hills.*"

ARE CHILDREN IN THE KINDERGARTEN PLAYING WHEN THEY SHOULD BE WORKING?

T. G. ROOPER IN LONDON "HAND AND EYE."

CHILDREN who are without toys are slower than others to arrive at realities. Nations which have been celebrated for their artists have always provided their children with plenty of toys. Toys form a bridge or connection between the great realities of life and the weakness and immaturity of childhood. The world of real affairs is so out of proportion to the size of the child. Help him, therefore, with a sort of Lilliputian world, a sort of miniature environment which is not so far beyond his power of comprehension as the real world.

"Play," says Froebel, "is the great game of life in its beginnings." A little girl will hardly take notice of a lady in fine clothes, when she will be in ecstasies over a smartly dressed doll. Again, there is no doubt that a girl invests her doll with the rudiments of human character, and by playing with it awakens emotions of sympathy with right and antipathy to wrong, of pleasure in good and harmonious behavior and dislike of that which is boisterous or discordant. Playing with a doll is often the dawn of moral life and right conduct in the child. But children though guided in their play must be left greatly to themselves and their own inventions and devices. The doll, for instance, must not be used at first as matter for a set lesson in sense training. The doll should not be taken as a starting-point for talks on color, or clothes, or wax, or glass, or sawdust, until indeed the child has outgrown the doll stage; until the desire for a larger and larger doll ends in the discovery that a doll is only a doll, and the transition to real life has been made. Then the outworn plaything may perhaps form the basis of a new departure and be used for an object lesson. It is a question of age.

But note the development of the excellent relations

which spring up between the child and the toy. The first beginning of them is the *feeling* of property, without, of course, the *idea* of ownership. Emotion precedes reason. He feels his toy is *his*. The excitement of the pleasure of a new gift passes; the deeper *feeling* remains. Then he opens a blank page of a manuscript book of life and records in it in unwritten writing, but quite indelibly, all sorts of human experience, crude and embryonic, but life endowed and growing, of which his toy is the spring. Has he a dog? it joins the chase; a cottage? he fills it with a family; a carriage? he takes his drive; and so on. Then he plays with other children. He needs sympathy. He gives up his toy to his brothers and sisters. Here is the birth of generosity. The toy is the origin of an encyclopedia of ideas and knowledge of the world. Remove the toy and you remove from the heart and the mind all kinds of sentiments and images, much poetry and aspiration, and, in a word, a character which is ready for application to real life.

Treat toys with all the respect that is due to them, for they are sacred things. If the Egyptians would not bury their dead child without his toy, shall we withhold it from the living? Thus before the child's mind is able to reason about right conduct, his toys awaken right feelings about life. Do not despise a song like—"My beautiful dolly is dead." Toys and games can teach what books cannot to a child. Those nations have the greatest individuality, idealism, and heroism which are most devoted to the use of toys for their children. Froebel noticed more clearly than anyone before, except Plato, the refining influence of organized games, and how they make a hard, rough nature yielding and pliant, gentle and considerate.

The place of toys in education is thus plainly manifest, for through the right use of them there grows up in the child the greatest part of character, and that is human sympathy.

Play, properly so called, is not idling, loitering, or trifling, but purposeful action, however humble and lowly the sphere of it.

Children need help and guidance in their play to save them from spoiling it by chance and caprice, but the guidance must be with a silken rein and not with a cart rope. Froebel only employed as the means of early training the same materials that intelligent mothers have employed from the beginning of time, such as balls, bricks, sticks, paper, songs, games, gymnastics. He set himself the task of helping the child to get rid of unsystematic, casual, and aimless use of toys.

It was Pestalozzi who made a revolution or fresh departure in education which has hardly yet worked itself out fully, and his leading principle was the object lesson. Froebel added to this another great principle, the importance of which only the present generation is appreciating fully. Froebel's principle was adding to the study of an object the expression of it by some constructive work, either modeling, or drawing, or embroidery, or some craft of that kind. But this expression, this outward presentation of an inward impression, may take other forms than handwork for impressions, and the results of observation and feelings can also be expressed by words, by actions and gestures, by songs, and the like. Froebel loved nature and life, and he would have the youngest live *out* what was *in* him. Froebel was among the pioneers who sought after unity in the universe; what others of his time looked for in the region of natural science and philosophy, he searched after in education, and this quest led him to deal more thoroughly than any before him with children between three years and seven. He would have no breaks or interruptions or abrupt transitions in the mental development of the child. Froebel was forever seeking after unity. He was forever reconciling opposites. He would find a link between mind and body, between sense and reason, between will and art. He saw that the nature of the child was restless, active, sportive, imaginative, and productive. Till Rousseau taught men better things, what was the school? Even while Rousseau taught, there sat the pedagogues at their desks, rod in hand,

despised by their fellow-men and hated by their scholars. Through them the child's natural restlessness was suppressed or banished, his sportive and sunny nature was clouded with gloom in the name of moral teaching, while his imagination was cultivated by the use of a greasy primer and broken slate—a fine pair of wings on which to raise the human soul above the clouds of earth. What said our own poet Blake for the schoolboy of his day?

But to go to school on a summer morn,
Oh, it drives all joy away;
Under a cruel eye outworn,
The little ones spend the day
In sighing and dismay.

How can a bird that is born for joy
Sit in a cage and sing?
How can a child when fears annoy
But droop his tender wing
And forget his youthful spring?

Ah! father and mother, if buds are nipped,
And blossoms blown away,
And if the tender plants are stripped
Of their joy in the springing day
By sorrow and care's dismay—

How shall the summer arise in joy,
Or the summer fruits appear?
Or how shall we gather what griefs destroy,
Or bless the mellowing year,
When the blasts of winter appear?

Froebel hoped to ennoble mankind and ameliorate the condition of the poorest by a new education. He viewed man as a whole. He would not break up man's nature, which is really one, into distinct faculties working independently. He would not even have the brain regarded as the monarch of all it surveys, as a tyrant to which all else must be sacrificed. There must be no forcing of the brain, but all parts of the frame must develop together. He will fit the human being for leading the highest life he can lead. He will have the needs of each individual child separately considered; he will have all in charge of children in sympathy with childhood, and his lever for raising man is in a word *self-activity*, not development by mere imitation and repetition. He views man as a whole, as variously

gifted, as needing to be true to himself. He would have education neither wholly public as at Sparta, nor wholly private as in a home, but in a happy family school, formed by the combination of several families. Froebel, however, neglects nothing that is usually taught in schools. Froebel, in his family school, taught in the morning hours form, number, proportion, and language, while in the afternoon the scholars were occupied with cardboard work, drawing, expeditions for the study of natural history, music, games, swimming, shooting, and other sports, and in dramatizing history, in learning geography by practical studies under the eye of nature. He afterwards designed three stages of early education, all of which are lumped together, not without confusion, in our infant schools. His three stages of early training were: (1) the infants; (2) preparatory stage; (3) transition stage. These three stages were for children between three years old and seven or eight.

The real value of good kindergarten teaching, however, has forced itself on my attention by the sharp contrasts which I have noticed when inspecting schools.

Look at boys and girls of six and seven who have been brought up in the country, three miles from any village, and unable to attend school. Watch them afterwards sitting among children younger than themselves who have been to the infants' school for a year or two, and note the contrast. The untrained children look dull-eyed and heavy. They are not teachable. They cannot take interest in what is going on. They have little use in their hands for drawing, writing, or folding paper. They have no ear for music and voice training. They have a very limited vocabulary. They cannot talk and do not know the names of common things or any facts about them. They want suitable preliminary training of the speech organs and the muscular and nervous system generally. It is not the absence of so much power to read or reckon that so much matters as the backward state of the whole child, regarded as growing and developing organism.

Depend upon it that Froebel's ideas are sound, and that

with such modifications as are rendered reasonable by variations in country, time, and outward circumstances, there is no better introduction to the serious game of life than the simple play of the kindergarten.

THE PASSING OF THE BIRDS.

FROM out the heart of an autumnal day
A sound unwonted took the listening ear;
At first dim in the sky and far away,
But ever waxing louder and more clear.

And then a mighty shadow seemed to come
Between the sun and me, and all the air
Shook vibrantly, gave forth a grave, great hum,
Till heaven became a populous thoroughfare
Of strenuous wings that beat the blue in time;
Birds numberless, yet one in joy of flight
And the desire to make a warmer clime
Wherein to mate and nest and have delight.

A hundred wind-harps played in unison
Their passing was a sight of buoyancy
Beyond us earthlings; of my memories, one
Most fraught with sense of fetterless grace and
glee. —Richard Burton.

“TOUCHED by a light that hath no name,
A glory never sung,
Aloft on sky and mountain wall,
Are God's great pictures hung.

“Beauty seen is never lost,
God's colors all are fast;
The glory of this sunset heaven
Into my soul has passed.”

—Whittier, in “Sunset on the Bearcamp.”

TOPICAL OUTLINES FOR MONTHLY MOTHERS' MEETINGS.*

MARY LOUISA BUTLER.

NO. II—THE BIBLE IN THE HOME.

Topics.

1. Value of the Bible simply as one of the books in the home.

2. The Bible as literature.

3. Value of the Bible as the only safe guide to correct living.

4. Value of the Bible as an early companion to children.

5. What do the Scriptures suggest concerning the teaching of God's word to children?

6. How shall Bible stories be rendered in the home?

7. How shall Bible truths be taught in the home?

8. There are homes where the Bible is never touched except to be dusted. There are other homes entirely without the Bible. If your child were to be brought up in either of these homes which would you prefer? Why?

9. Experiences.

(a) As a child what did the Bible mean to you?

(b) As a mother what does it mean to you now?

(c) What do you want it to mean to your child?

Important Points.

"The Bible is distinguished from all books of devotion, even from books of such rare quality as the *'Imitatio Christi,'* by its wholesome realism and sense of the divine order of life. Not a line of it was written in a cloister or in a church—not a line of it, therefore, by a saint, in the ecclesiastical sense; not a line of it could have been. The breath of the world is in it, of the actual realities amid which men live, as well as the breath of God. It never forgets that when God came to bless us in his Son he came eating and drinking, accepting the natural structure of society and all that it involved, and leaving us the unpretentious example of his holiness in a life whose outward fashion was that of all mankind."

*Miss Mary Louisa Butler served as organizing secretary of the First National Congress of Mothers; is also broadly known as a Sunday-school worker and writer, as well as author of that useful "Handbook for Mothers." She has spent many years in Child-Study and Mother-Study, and from her broad experience will bring to this work the helps that seem best fitted to meet practical needs. Any of the books referred to in above outlines furnished on application by Kindergarten Literature Company. These outlines in leaflet form 30 cents per hundred.

"The Bible rightly used is eminently the Book of freedom," and may well be called the Universal Book, for it is adequate to meet all the needs of mankind.

"If you are impatient, sit down quietly and commune with Job.

"If you are strong-headed, read of Moses and Peter.

"If you are weak-kneed, look at Elijah.

"If there is no song in your heart, listen to David.

"If you are a politician, read Daniel.

"If you are getting sordid, read Isaiah.

"If you are chilly, read of the beloved disciple.

"If your faith is low, read Paul.

"If you are getting lazy, watch James.

"If you are losing sight of the future, read in Revelation of the promised land."

"A home where the Bible is never touched except to be dusted, where no prayer is ever voiced, where no mention is ever made of Him whose words have changed the course of empires, such a home is deserving of pity. It is nerveless and powerless for good."

The child's valuation of the Bible is based on the value the mother places upon it as a life guide. It will mean no more to the child than to the mother unless other influences make vital connection. As someone once said: "In joy and sorrow, in health and in sickness, in poverty and in riches, in every condition of life, God has a promise stored up in his word for you. In one way or another every care is met, and the truth is commended to every man's conscience."

Four books that should be in every household of which God's Word is factor are: a Bible printed in plain, large type, with references and maps; a good, unabridged, illustrated Bible dictionary; Crunden's Concordance, and a Topical text-book.

Of the many hundreds relating to Bible study found in the book stores, only a few will be mentioned here.

References.

"Pleasure and Profit in Bible Study," D. L. Moody, 15c., Bible Institute Colportage Association, Chicago, Ill., is a small volume of helpful suggestions for many ways of studying the Bible—by characters, words, books, history, types, prophecy, miracles, parables, etc. From cover to cover it is full of interest for old and young, and if carefully used would make Bible study a constant delight.

"The Bible as Literature," W. Fiddian Moulton, M. A.,

*"Man shall
not live by
bread alone,
but by every
word that
proceedeth
out of the
mouth of
God."*

Flood & Vincent, is also an inexpensive volume treating the Bible from another standpoint.

"Trees and Plants Mentioned in the Bible," W. H. Grosser, Revell, gives us still another view point.

"Notes from my Bible," Moody, and "The Messages of the Books," Farrar, are both very valuable for home study.

"The Story of Mary Jones and her Bible," American Tract Society, is a story of the origin of the Foreign Bible Society, from which so many millions of Bibles, in more than three hundred languages and dialects, have been sent out.

If mothers wish a book of Bible stories for their children there is none better than Foster's "Story of the Bible." Of the illustrations the less said the better, but the book itself is always to be recommended.

Remember the words of the Lord Jesus, how he said: "Heaven and earth shall pass away, but my word shall not pass away."

A SONG OF HARVEST.

REAP, O reap! gather and reap,
Where golden ripples laugh and run,
For the hush of noontide, still and deep,
Lies on the ripened ears like sleep,
Where cornlands greet the sun.

Lift up your weary eyes, behold
The golden fields, the golden air;
The west wind flecks the swaying gold
With light and shadow manifold,
And gold gleams everywhere.

Reap, O reap! while the sickles sing
The harvest song of the world at rest;
Reap with a rhythmic sweep and swing
Till silence falls with evening,
And peace is manifest.

Lift up your joyful eyes and see
The silver night with gliding feet
Move from the sunset glimmeringly,
And, priestess of God's ministry,
Hallow the garnered wheat.

—*Pall Mall Gazette.*

Normal Training Exchange

For Primary Teachers and Kindergartners.

THIS department will appear in each issue of the current volume XI, new series, of the KINDERGARTEN MAGAZINE. It will bring plans, programs, outlines, and accounts of experimental and creative work being done in the typical schools of the country.

The chief purpose of this Normal Training Exchange is to indicate and record the lines of convergence between the elementary grades and the kindergarten. Contributions from eminent school men and women are pledged as follows: James L. Hughes, inspector of Toronto schools, to the December issue; Dr. C. C. Van Liew, head of the Department of Pedagogy and Child Study of the Los Angeles Normal School, for January; Miss Sarah Arnold, supervisor of the public primary schools of Boston, Mass., for March. Further announcements will appear in the next issue. Your questions, criticisms, and suggestions are welcome.—
EDITOR.

SUGGESTED PRIMARY COURSE IN NATURE STUDY.

The following comprehensive outline is the joint work of Anna A. Schryver and W. H. Sherzer, both of the Michigan State Normal School at Ypsilanti. This course of primary work is reprinted by permission from the syllabi of lectures upon nature study prepared for the Chautauqua, N. Y., School of Pedagogy. The distinct kindergarten flavor of the work is due to the influence of the well-honored Kindergarten Department which holds its place in the Ypsilanti Normal, under the intelligent sanction of President Boone.

First Grade.

CENTRAL FALL THOUGHT: *Preparation for winter through bodily protection, by animals and plants.*

Study of live cat and shepherd dog, as to simple structure, habits, adaptations and bodily covering.

Comparison.

Similar work upon sheep. Properties of wool.

Horse-chestnut tree; form, size, parts, trunk, boughs, twigs, leaves, buds and nuts.

Falling of leaves. Advantages.

Moth larvæ and cocoon formation observed.

Properties of silk and leather.

Departure of birds.

An evergreen (pine?), as horse-chestnut above. Comparison.

WINTER THOUGHT: *Man's protection against winter's cold.*

Clothing, shoes, shelter. Industries represented.

Primitive clothing and shelters. (Skins and bark.)

Snow and its uses to nature.

Children of the snow; their homes, clothing, and habits.

Skin, hair, and nails; their uses and care.

SPRING THOUGHT: *Nature's awakening.*

Familiar seeds and their germination.

Sprouting of horse-chestnuts and rearing of young trees.

Development of buds into leaves and flowers.

Return of the birds.

Butterflies and moths.

Study of the cow; simple structure, habits, and food.

Importance to man.

Horse for comparison.

Throughout the year daily observations upon sun, moon, winds, clouds, rain, snow, dew, frost, fog, etc. Cardinal points. Weather following cardinal winds. Inferences. General record of fair and cloudy weather, rain, or snow.

Second Grade.

FALL THOUGHT: *Preparation for winter through storage of food.*

Study of live rabbit; structure, habits, adaptation, food.

Disadvantages from failure to store food.

Carrot, turnip, parsnip, and cabbage; food storage in root and leaf.

Live squirrel, as with rabbit. Comparison.

Storage of nuts, and consequent advantages.

Study of oak, hickory, and walnut, as in First Grade.

Storage of food in nuts.

Storage of starch in corn, wheat, oats, etc.

Properties of starch, including solubility and iodine test.

Solubility and recovery.

WINTER THOUGHT: *Use of stored food by man.*

Identification of starch in various foods. Solubility in hot water.

Develop necessity for cooking.

Primitive methods of cooking and fire making.

Properties of flint and uses by primitive man.

Develop necessity for cracking and grinding grains.

Primitive and modern mills.

Conversion of starch into sugar in the mouth.

The teeth as a mill, shapes, use, and care.

Hygiene of eating.

SPRING THOUGHT: *Use of stored food by plants themselves.*

Germination with reference to use of food in seeds; corn, wheat, peas, nuts, etc.

Conversion of starch in seed into sugar. Barley.

"Culture fluid" experiments to develop uses of root.

Indoor growth of carrots, turnips, parsnips, sweet and Irish potatoes, to show use of stored food.

Collection and examination of maple sap. Recovery of sugar.

Study of soft and hard maples, with discovery of function of flowers.

Indoor and outdoor vegetable and grain gardens.

Comparison of unripe and ripe fruits, as to presence of starch and sugar.

Weather study of first grade continued and extended.

Third Grade.

FALL THOUGHT: *Broadened idea of gathering and storing. Thrift.*

Grasshopper studied afield and indoors, as to structure, habits, adaptation to environment, food and enemies.

General shiftlessness of the insect and consequences.

Hive bee studied as above and compared.

Observation hive in schoolroom.

Community life and food storing.

Study of wax, comb, propolis, and honey.

Nasturtium, with meaning of its shape, markings, structures, odor, color, and nectar.

School savings bank.

WINTER THOUGHT: *Man's preparation for winter through heat.*

Physical properties of carbon in charcoal, coal, graphite, etc.

Discovery of carbon in common foods and fuels; in candle, lamp, and gas flames.

Conditions necessary for combustion; evolution of heat.

Warming of school and home.

Evaporation and condensation. (Clouds and precipitation.)

Expansion of solids and liquids by heat. (Thermometer.)

Expansion of air by heat. (Air currents.)

Union of carbon and oxygen in the body. Respiration.

Organs of respiration. Ventilation.

SPRING THOUGHT: *Mutual dependence and helpfulness.*

Study of bee continued. Rearing of young. Life history.

Hive secrets; treatment of queen, drones, ventilation, cleanliness, swarming.

Study of ant in schoolroom for comparison.

Butterflies and moths.

Cross-fertilization and advantages to plant; clover, peas, locust, horse-chestnut, catalpa, etc.

Study of weather should include reading of thermometer, and simple individual records may be kept.

Fourth Grade.

Study of the common forest trees of the vicinity with reference to characteristic form, size, environment, soil, bark, branching, twigs, leaves, and fruits.

Study of their woods; color, hardness, grain, specific gravity, elasticity, strength, relative igniting points, amount of ash, etc.

Uses of these different woods.

School collection of various woods, bark, leaves, and fruits.

Distribution over the state.

- Fresh water mussels in a large, shallow tank in the schoolroom.
- Parts of valves, foot, locomotion, siphons, currents, mantle, gills, palpi, mouth, muscles.
- Internal structures of valves, layers, pearls, action with acid.
- Properties of carbon dioxide gas by experiment.
- Oyster for comparison with mussel.
- Limestone as a product of shell (and coral) formation.
- Properties, varieties, and uses. Distribution.
- (Calcite, marble, chalk, tufa, etc.)
- Other economic rocks and minerals of the state.
- (Sandstone, gypsum, coal salt, iron ores.)
- Magnetite (loadstone), magnetism, compass.
- Simple crystal forms, manufacture of artificial crystals.
- Physical properties of compact bone.
- Compare with minerals and woods studied.
- Destruction of organic matter in bone by burning. Properties.
- Destruction of mineral matter with acid.
- Conclusions in regard to composition.
- Slender bones soaked in acid. Properties.
- Examination of bones of both young and adult animals.
- Hygiene of bones.
- Identification of common trees of vicinity.
- Study of water and land snails; shell and soft parts.
- Meteorology throughout the year. Use of shadow-stick and sundial.
- Measurement of rainfall and snow. Types of clouds.
- Summaries.

How Nature Labors.

- I. ENERGY. Nature and importance. Varieties: *a.* Mass energy (kinetic and potential). *b.* Heat *c.* Light. *d.* Sound. *e.* Electricity. Indestructibility of energy. Transformation of varieties.
- II. ENERGY OF WIND.
 1. *Acquisition of energy.* Changes in air density due to change in temperature or evaporation. Vertical movement.
 2. *Expenditure of energy.* (Force of gravity.) Horizontal currents of air.

3. *Application.* Windmills, boats, waves, clouds, soils, leaves, seeds, etc.

III. ENERGY OF WATER.

1. *Acquisition.* Evaporation, ascension, transportation by wind.
2. *Expenditure.* (Force of gravity.) Condensation, precipitation. Rivers and waterfalls.
3. *Application.* Water-wheels, erosion, transportation, deposition.

IV. ENERGY OF ICE. (Same as above.)

V. ENERGY OF PLANTS.

1. *Acquisition.* Decomposition of carbon dioxide gas by chlorophyll. Starch formation. Storage in foods, fuels, illuminants, etc.
2. *Expenditure.* (Force of chemical attraction.) Union of carbon and oxygen, forming carbon dioxide gas.
3. *Application.* Movement, heat, light. Steam engines.

VI. ENERGY OF ANIMALS.

1. *Acquisition.* Process of feeding, directly or indirectly, upon plant products.
2. *Expenditure.* (Chemical attraction) Union of carbon and hydrogen with oxygen.
3. *Application.* Animal movement, heat, light, and electricity.

VII. APPARENT EXCEPTIONS TO SOLAR SOURCE OF ENERGY.

Kinetic. Movements of earth and moon in orbits and on axes, resulting in trade winds, tides, and ocean currents. Seasons, day and night.

Heat. Internal heat of earth, resulting in upheavals, earthquakes, volcanoes, geysers, hot springs, etc.

VIII. ABSOLUTE DEPENDENCE OF ALL LIFE UPON THE SUN. Sun-worshippers. Feeling of child for the sun.

SHALL CHASTISEMENTS COME BY THE HAND OR THE ROD?

My Confession.

It had always been my firm belief that the maxim "Spare the rod and spoil the child" was a false educational principle

until I made the acquaintance of Charlie, and then I changed my mind. I still believe that ninety-nine children out of a hundred are injured rather than helped by such treatment, but in the case of the hundredth child the rod seems to be not only salutary, but necessary for his best development.

The little boy who taught me this lesson came to kindergarten last fall at the age of four years, and before he had been with us a day we realized that he was no ordinary character. He was keenly interested in all that went on about him, and had unusual freedom and originality of expression. He even showed a disposition to be affectionate at times. However, we soon discovered that Charlie was held in bondage by the most violent of tempers.

After the novelty of his surroundings had worn off he began to amuse himself, at the expense of his teachers and the other children, by all the series of naughtinesses, small and great, of which the genus small boy is capable. Remonstrance and reasoning had no effect, and when any active opposition was offered Charlie became white with passion, and an ominous blue streak appeared across his nose. If borne off to solitary confinement he would strike, kick, scratch, and bite his captor, swearing and making all manner of murderous threats, and when he was left to himself would bombard the door with whatever missiles he could find, while his yells filled the building. After the tempest had spent its fury the child showed no repentance whatever, but would laugh in his teacher's face and be all ready to begin over again.

I tried every means of reform that my own experience and ingenuity or that of my assistants could furnish, but instead of any improvement being manifested, matters grew steadily worse, until at the end of ten days such scenes were so frequent that they threatened to demoralize the kindergarten entirely. Charlie evidently thought that we were afraid of him, for he was at that stage of moral development where nothing but brute force appealed to him.

I went to see his mother, hoping that home surroundings would shed light on my problem. She was a nice little Ger-

man woman, left a widow a few months before with five children to support, only one of whom was old enough to earn anything, while the youngest was a tiny baby. The place was very poor, though everything was scrupulously neat, and the over-worked mother evidently had a hard struggle to provide for her little ones. However, the effort to keep the wolf from the door was to her a lesser trouble than the training of her boy, for Charlie was even worse at home than at kindergarten. When she began to tell me of her husband, I soon discovered that with him lay the responsibility for poor little Charlie's character. The father had been a man of most violent temper, I gathered, and though he was always able to control his son himself, he never would allow his wife to cross the boy in the least, or to attempt to enforce obedience.

She said: "I told him, 'You're only layin' up trouble for us,' but he says, 'Don't ye fear! I can always manage him.' 'Well,' says I, 'ye may not always be alive to do it.' 'Aw,' says he, 'I'll live a hundert years'—that was the way he'd talk."

The event proved that the wife's forebodings were only too true, for her husband died after a lingering illness, and Charlie became utterly unmanageable. His mother did her best to control him, though for the most part fruitlessly. She showed me the leather strap which was her main dependence, saying, with tears in her eyes: "Ach! Miss Marion! Ye've got to lick him—there's no other way!"

"Is there no other way?" I asked myself as I walked home. It was against all my kindergarten theories to whip a child, and I shrank very much from such an act, and yet my common sense told me that it was the only appeal possible to this particular child in his present attitude of mind. I remembered what Froebel said about the categorical and mandatory manifestation of the eternal spiritual ideal, and that and common sense carried the day.

I had an opportunity to put my new-found theory into practice the following day, for before the morning talk was over, Charlie began to defy law and order on a large scale.

I sent him away by himself until I was free to go to him, and then I tried to make him understand very clearly just what my reason was for what I was going to do. I rehearsed our past experiences together, how very naughty he had been and how I had tried every way I could think of to help him to be a good boy. I said that if I had a horse or a dog that was naughty, I could not reason with him, but should have to whip him, for that was all he could understand, but with little boys it ought not to be so. Yet he had refused to be treated like a child that could understand what was right and wrong, and so he had left me nothing to do but to treat him like an animal.

Charlie's look of amazement when he realized my intentions was ludicrous, and he began to beg off piteously, but I hardened my heart and proceeded with the business in hand. I had had a lurking uneasiness all along lest I should not know how to go to work, as "a good whipping" was something beyond the pale of my experience, but I found that there is a sort of instinct about it after all.

What touched me most in the effect upon Charlie was that his only complaint was, "You don't love me, Miss Marion, or you wouldn't whip me." I gathered him up in my arms and assured him that the very reason I had done so was because I did love him, for I never should have done what I so much disliked had I not cared a great deal for him. I think he did understand, for he was very affectionate all the rest of the morning, and only the next day he came and put his arms about my neck, saying fervently, "I do *like* you, Miss Marion."

The effect of this experience seemed almost magical, for though in some respects the great change which has come over Charlie has been a matter of slow growth, yet in its essential features it dates from that day. He is now our most interested pupil. He enters with the greatest zest into each phase of our work, his face fairly beaming with pleasure as he joins in the songs, or flies around the ring, the most awkward but happiest little bird of the whole flock. Never again has he had one of his old tantrums. I do not

mean to imply that he is never naughty, for he often is, but the former defiant spirit is almost entirely gone, and is never expressed in violence, or for more than a few seconds. Now the child can have no severer punishment than the denial of participation in the work of the kindergarten, with which formerly it was his delight to interfere, and if he is obliged to go away from the children he cries as if his little heart would break.

This change is not the result of fear, for since his punishment he loves me with a fervor and devotion such as it has rarely been my privilege to receive, and which he bestows upon none other in the school, not even his own teacher. His enthusiastic greeting sounds from afar as I approach the building, and I am the recipient of many a love-pat until he disappears through the door, calling out cheerfully, "Good-bye, Miss Marion. I'll come again when I get a chance."

Charlie often refers to his whipping, and his reasoning upon the subject is shown in a speech of his several months later. "When I was a naughty boy you had to give me a good spanking on my behind part, and undo my pants, but now I'm a good boy you don't have to do it any more. But if I was a naughty boy you would have to do it again; wouldn't you, Miss Marion?" Best of all, the reform is not confined to the kindergarten. Charlie's brother—a little, old man of twelve years—told me not long ago that "Charlie's a good boy at home, too, now. Mamma says she don't have no cause to complain of him."

Do you wonder that I hold that that teacher most truly rules by love who will not hesitate to use harsh measures if these will lead to the freedom of voluntary obedience?—*Marion Van Vliet, Hartford (Conn.) Public Kindergarten.*

MY CRITICISM.

To the Kindergarten Magazine: With interest and pleasure I followed the serial, "Evolution of a Primary Teacher," as printed in the KINDERGARTEN MAGAZINE last year. The last chapter, however, was a shock, filling one with surprise and disappointment. The loving self-abnegation and solitude

for the welfare of her pupils, manifested by the "Primary Teacher," is inconsistent with her final act of delivering "stinging blows" upon the "sturdy legs" of "Timmy" who refused to walk as she directed him. With all her experience, should not that primary teacher have learned that a child almost invariably rebels at having to retrace his steps, not because the punishment is unnatural, but because of the derision of his schoolmates, when he would doubtless be perfectly willing to do it alone with his teacher? Then, to be consistent, should the author have caused that teacher to repeat her commands in "stern, cold" tones, and challenge Timmy by giving him a limited time in which to obey, especially as the actions of a teacher, who is studying kindergarten, psychology, and child-study, were being described? Such a teacher as that should not be influenced by Timmy's childish boast to his companions (which she had overheard) that the teacher "dassen't lick him." Can the process by which a teacher comes to use corporal punishment who has determined, as this particular teacher had, that she would govern by "love alone," be designated as an "evolution?" Should a teacher who controls by whipping little children who are too weak to resist her superior strength be held up as a model? Probably such a person would utterly fail with older children who could not be chastised. A teacher who does so only admits her weakness and cowardice. In this day and age she scarcely deserves to be written up in glowing colors. However, we had hopes of the "Primary Teacher" when we read that she was "agonized by the thought that she who professed the gospel of love had struck a child." Confidence in the character of the "Confirmed Growler" led us to think that when the Primary Teacher made a "father confessor" of him, that he would commiserate her on her error, and indicate to her a "more excellent way" of carrying out her beautiful theories by wisdom and tact. But when this father not only views her act with approval, but confesses that he has that day "lifted up his hand" against his little daughter for her carelessness, the "Confirmed Growler" becomes inconsistent, and thereby

sinks in our estimation. His quoting George Herbert's "Thy chastenings drive me to Thy breast," does not prove that God sanctions such punishments. The punishments of nature succeed our mistakes, just as cause and effect; we see the connection, the justice in them, and therefore cannot rebel. But a father with the discernment of the "Confirmed Growler" should recognize that there is no connection between his daughter's carelessness and a blow on her palm; that such treatment is not sanctioned by God, for in his word we read: "Fathers, provoke not your children to wrath." Anger is the inevitable result of corporal punishment, and such anger affects the whole physical being for the worse, and even makes such a change in the brain-cells, that, if often repeated, the victim may easily become a criminal. When students of child-study and physicians tell us these facts, the "Confirmed Growler" should act upon them. However, if whippings must occur (and we are not prepared to state that they have done no good), the parent who has natural affection for the child, and not the teacher, is the proper person to administer them. If the opinion expressed in the story, that we must meet people on their own ground, were carried out, then the missionaries to the heathen must first have a fight with the savages, and engage in all their diabolical practices

The character of "My Lady" in the story is so beautiful, that we wish we might learn her opinion on this subject. We trust that such an excellent story may have a sequel in which the future developments may realize our most sanguine hopes.—*Carrie M. Boutelle, Omaha, Neb.*

THE pious oriental, be it morn or vesper bell,
Turns toward the east for life and hope; but I, love's
infidel,
Toward east or west, or north or south, wherever thou
mayst be,
That way I turn for life and hope, for that is east to me.
—*Clarence Urmy.*

FROEBEL SOCIETY OF GREAT BRITAIN AND IRELAND.

AT the twenty-fourth annual meeting of the Froebel Society of Great Britain and Ireland, Madame Michaelis was elected and installed president, as successor to the late Miss Emily Shirreff, who was connected with the society from the beginning. As presiding officer at the annual meeting, Mr. Montefiore urged the extension of membership as a tribute to the memory of Miss Shirreff, and then introduced the new president, who was warmly greeted. Madame Michaelis gave a historic survey of the life of the society from her personal reminiscences, in part as follows:

It comes as a crowning honor to me at the end of *twenty-four years' work* in the country which has become my home, and in which I trust I may do useful work as long as my powers last. Many years of struggle and hard work have gone before; but now the constructive period is almost ended, and some of my most fervent wishes have been fulfilled.

And, as it has been with my own work, so it has been with the work of this society. The difficulties which marked the early years are over, and many useful institutions have been started which point to the vitality and forward movement of this body. And so I hope that in the years to come, under other presidents, the Froebel Society may prosper and carry on its work; that it may be actuated by the earnest wish to do its best for the diffusion of the belief in the truth of Froebel's principles.

I think that the new regulation making the office of president a yearly one may prove a source of *renewed vigor*. A new personality will infuse new life, and I foresee that the society will flourish again like a green bay tree. Again, the wisdom of this regulation strikes me from another point

of view. It distinctly sets apart that epoch in the history of our society during which we were governed by a Froebel Union, which since that time has acted as an examining body. I need not remind you of the importance of the Union, of the work it has done, and of the respect it commands; and I may say here that the position which it has attained is largely due to the able direction of its chairman, Mr. Bowen.

I arrived in England in April, 1874, and in the autumn of that year I met Fräulein Heerwart, who had been appointed principal of the Stockwell Training College for kindergarten teachers, and Miss Bishop, who was engaged in lecturing to the teachers of the School Board for London. We felt the need of an association which would unite all those interested in Froebel's work. We asked Miss Manning to coöperate with us; other educationists took up the idea, and in November, 1874, the society was constituted. The members of the council were: Miss Doreck, our first president; Miss Manning, our honorary secretary; Professor Payne, the first lecturer on the Science and Art of Education at the College of Preceptors, which occupied a much less imposing building then than that which now hospitably receives us; Mrs. William Grey, Miss Shirreff, Miss Mary Gurney, Fräulein Heerwart, Miss Bishop, and myself.

The words in which the aims of the society were expressed are to be found on the first page of the society's report, and have remained little changed from their original form. The first practical work undertaken was the establishment of lectures for teachers and others, on the Theory and Practice of the Kindergarten System; the classes were held at the College for Men and Women, Queen's Square, Bloomsbury. The death of Miss Doreck, our first president, occurred in 1877, and Miss Shirreff, our late president, was unanimously elected in her stead, and she occupied the presidential chair for twenty years. Under her presidency the society grew in numbers and in usefulness. The first examinations in the Theory and Practice of Froebel's System were held in 1876, at the British and Foreign Training

College at Stockwell, an institution whose efforts have always been given to the furtherance of educational work in England. My friend, Madame de Portugall, who was at that time inspector of kindergartens in the town and canton of Geneva, was our first examiner.

Monthly lectures were delivered by the president, Mrs. William Grey, and others. In 1879 the Froebel Society founded a training college, with Miss Bishop as principal. This training college was, in 1883, amalgamated with the Maria Grey Training College. Lectures were from time to time held in London and elsewhere, and in 1882 the society celebrated Froebel's centenary by a concert, the proceeds of which were sent to Blankenburg to help in the foundation of a kindergarten in memory of the first one established there by Froebel.

The number of candidates for examination increased considerably, and in 1887 it was found necessary, in order to secure uniformity in the certificates, and to keep up a high standard, so to form the National standard.

Let us now consider the aim of the society. First, as to lectures, discussions, and public meetings. Much has been done in this direction, and I trust that we may find new means of making these lectures increasingly interesting and efficient. Second, as to publications and translations. Here, too, we may show a fair record, although we are behind America in this respect. Third, as to the examination of students and the granting of certificates to those qualified to be kindergarten teachers. Here, perhaps, progress has been greater than in any other direction; further development may safely be left in the hands of the National Froebel Union. Fourth, as regards the inspection and registration of kindergartens, the result of our endeavors in this direction are perhaps not quite satisfactory. Fifth, with regard to the formation of classes for elementary teachers and others. The work we have attempted in this direction has been supplemented by the School Board for London, the British and Foreign School Society, the Home and Colonial, and others. Both for us and for them, there still

remains much needed labor, which will tax our energies in the future. Sixth, the diffusion of kindergartens in London and elsewhere. I am sure you will agree with me that this part of our work is prospering far beyond our fondest hopes. Were Froebel to visit us again, he would find his modest expectations much surpassed.

Whether he would also find that the true meaning of his educational ideals were understood as well as the outward form seems to show, I will not undertake to answer; but I can truly say that we are all filled with an honest desire to realize those ideals in our own work.

I now come to the last of the aims mentioned in the statutes of the society: "Any new methods which may be devised from time to time." This leads me to speak of certain schemes which I wish to bring before you for your consideration; schemes of which the execution seems to me to come within the sphere of work of our society.

In referring to what I said with regard to the first aim, I think we should send out efficient exponents of Froebel principles on missionary journeys throughout the British empire. These lecturers should also be given power to make inquiries into the state of kindergarten affairs in every town they visit. They should see kindergartens and inspect them in a private capacity, and thus prepare the way for official inspections. Wherever they found a sufficient number of people interested in the movement, they should encourage the foundation of branch societies.

The Teachers' Guild of Great Britain and Ireland has shown us how this may be done. I wish to remind you that some years ago we made a brave attempt to have a magazine of our own. It was given up for financial reasons. *I am strongly of the opinion that the society should have its own magazine; it is one of the things about which I feel most keenly and the lack of which I most deplore. I trust that this question of a magazine will be most earnestly considered by the council of our society.* Holiday courses have been a new feature of the society's work in the last few years; there is scope for extension and development in that direction. Holiday courses

might be held in different parts of the country and at different seasons, independently, or in connection with holiday courses of other educational bodies. They cannot take the place of regular training, but they arouse interest, promote exchange of thought, suggest new ideas and stimulate to further study of Froebel's principles.

I see another way of extending our sphere of usefulness in the establishment of an association for kindergarten teachers for mutual aid in sickness and old age. Such a mutual aid society might also help kindergarten teachers who for some reason are unable to continue their work. I feel that there is real need for such an association, and I know that our friend, Fräulein Heerwart, has established one, and that many have been helped by it.

Let me recapitulate the four schemes of work which I propose that the society should consider:

1. Lecturers to be sent out on missionary work.
2. The publication of a magazine.
3. The extension of holiday courses.
4. The foundation of a mutual aid society.

To these I add a fifth which requires our immediate attention—the calling together of a committee to discuss plans for an adequate representation of the Froebel Society and Froebellian work in England at the Paris Exhibition in 1900. This must be done at once, for we have only two years before us.

In laying this scheme of work before you, I am sure you will agree with me that it still leaves a wide field for useful work to be done by our society. If these schemes are put into execution, I venture to say that no one could call the vitality of our society in question. But (and there is always a "but" in ideal plans and aspirations which will naturally arise in the mind of a new president) our chairman will ask, where are the sinews, not of war, but still, the sinews so necessary for carrying out plans? In an excellent letter which he addressed to the members of the council some time ago, he showed very clearly that without adequate resources the society is powerless to do further use-

ful work, and that we are much hampered by want of means. Ladies and gentlemen, let me appeal to you; let us make a valiant effort to help the chairman and the council to find the means necessary to our good work.

May we be strengthened in our efforts by the conviction that the work of our society is missionary work, that the aims which we desire to realize are truly human, and that our children, the future citizens of this great country, will be the better for our endeavors.

In order to realize those ideals effectively we should constantly try to revive and strengthen Froebel's principles among ourselves. I hope you will not think me presuming if I express what I feel very strongly. I know, from my own experience, that in the course of time and in the midst of a stirring and active life, we sometimes forget the essence of Froebel's principles. In the inevitable demands which are made on our educational efforts, we run the risk of thinking too much of results, which are merely outward, and we lose sight of the inner spiritual aspect of Froebel's educational theories in relation to children and their future teachers.

I remember a visit to the Croydon Kindergarten in 1878 or 1879 from Mrs. William Grey and Miss Shirreff. In observing the interest and activity of the children during their occupation (I believe it was mat weaving) Miss Shirreff remarked: "Yes; what we do not see, and what is going on in the child's mind, is even more wonderful and precious." She knew that it is not the outward elaboration which does so much for the child, but the inner activity whilst he is occupied which is of the greatest value.

THE mischief which in this world comes from misunderstanding and lack of appreciation is enormous, and it is the office of the teaching of psychology to remove this fearful load from mankind, and to promote a true vital socialization.—*Hiram M. Stanley.*

TWELVE HUNDRED AND FIFTY CHILDREN IN NEW YORK PUBLIC KINDERGARTENS.

COMPLETE REPORT OF THE FORTY-THREE KINDERGARTENS BY
SUPERVISOR DR. MERRILL.

THE following highly interesting report of the supervisor of kindergartens of New York City, Dr. Jenny B. Merrill, was accepted and approved by the honorable school board of the city, June 1, 1898. The detail and data of the report is interesting, suggestive, and worthy of study by every friend of the "free-for-all-children" kindergarten.

Our 44 kindergartens enroll about 1,250 children; hence we have gained a place during the year among the 12 cities of the United States, that are classified in the report of the National Superintendent of Education as having over a thousand children under kindergarten instruction.

St Louis enrolls 9,000, Philadelphia 6,000, Chicago 3,500, Boston 3,000, and in our own state we are outdone by the city of Rochester, where 2,200 children are enrolled in the public school kindergartens under one hundred kindergartners.

The children in our kindergartens are usually between the ages of five and six. According to the provisions of the charter, section 1,056, children are permitted to enter public kindergartens at four years of age. In some of our kindergartens, children of four have already been enrolled; this has been possible because in several instances kindergartens have been established in schools where the general attendance is small. Usually our kindergartens are filled with children of school age, but who are too immature for regular grade work.

If children are entered at four, they should not be promoted until they are at least five and one-half years old. The kindergarten children heretofore entering at five have been from five and one-half to six years of age when advanced to the regular grade work.

I deprecate forcing children into primary grades at an earlier age. The kindergarten will produce the best results for the schools if these children can be retained two years.

When we consult the recent census of children eligible

for our kindergartens, we realize that our present success is but a happy beginning of a much greater work to follow.

The introduction of manual training in the spirit of the kindergarten, the freer use of nature lessons, the adaptation of many kindergarten songs and games in our lower primary grades, as well as more regular physical exercise, may all be reckoned as a part of the triumph of the kindergarten cause. But valuable as these features are in connection with regular school work, they are more valuable when they precede it for a time; as I said in my last report, the child of five has not had sufficient time to study realities; he is not ready for signs as soon as he comes to school; letters and figures, upon which so much time must be spent in the first year, are merely signs of ideas. In the kindergarten the thing itself, the number, not the figure, the object, not the word standing for it, is made wholly the subject of thought.

The kindergarten is primarily a place of growth as its name suggests, but it is a mistake to think that children do not learn because they do not read and cipher. They learn colors, form, sounds, numbers; they learn to listen to the teacher's voice; to attend to signals on the piano; they learn of animals and plants; they watch the change in seasons, the wind, the snow, the rain, the sun, the clouds; they collect and examine many natural objects as leaves, shells, pebbles, acorns, twigs, grains, nuts, fruits, wool, cotton, feathers, nests, etc.; thus their imagination is aroused and their senses are trained. The constant thought of the true kindergartner is the employment of the child's activity; he is led to be actively creative; hence all his powers are aroused. The children build, weave, sew, cut, mold in sand and clay, fold, draw, paint, plant, and sing.

Gentlemen, we are grateful that 1,250 of our little children have these advantages; we are not forgetful of those who are still without them; we feel confident that you will still continue to devise ways and means to extend our kindergartens as rapidly as is consistent with other educational necessities.

At present kindergartens are seldom open in the really crowded districts, where they are most needed, owing to the fact that no rooms can be spared. Is it not possible to erect kindergarten buildings in such neighborhoods? On the floor given to us in the building of the Educational Alliance, we have four kindergarten classes; we could easily double the number in that and other neighborhoods if we had facilities. Honorable Adolph Sanger, president of the board when kindergartens were introduced, advocated the

erection of such buildings. The method has been adopted in St. Louis, which outranks all other cities in its kindergarten appointments.

In this connection, let me call your attention to the recent action in the District of Columbia, asking for \$12,000 to introduce kindergartens into the public schools of Washington, and to the following extract from a letter of Dr. W. T. Harris, National Superintendent of Education, supporting the appropriation. Dr. Harris wrote to the committee of the senate as follows: "The kindergarten is the most efficient provision yet invented for the cure of the weakling population that collects in the slums. The kindergarten should receive children at the age of four years, and train them into habits of neatness, cleanliness, politeness, gentle manners, humane forms of thinking and feeling, and build a basis of self-respect at an epoch before the hardening process of city life sets in." (See *Kindergarten Review*, June, 1898.)

SUPERVISION.

The work of supervision is carried on by daily visits to the kindergartens, monthly conferences with the kindergartners, personal criticisms and suggestions after kindergarten hours, and also by occasional collections of the hand work of the children. Kindergartners are required to keep a journal which contains a daily program and descriptive notes upon the work, and upon individual children. Some of these notes have proved so interesting that I have made selections from them for educational papers. Descriptions of the children's walks with the kindergartner to our public parks are most pleasing; nearly every public park in the city has been visited by one or more of our classes. A few enterprising kindergartners also report mothers' meetings.

We believe strongly in recognizing the individuality of the kindergartner as well as of the child. One of the greatest lessons taught by Froebel is the careful nurture of the individual. He said on one occasion, "But I will protect childhood, that it may not, as in earlier generations, be pinioned as in a straight-jacket." We try to apply this principle in our work of supervision by encouraging individuality in the kindergartner rather than by forcing a fixed program upon her. We have given as a watchword to our kindergartners the words of Emerson: "Let us walk on our own feet; let us work with our own hands; let us speak our own minds." We encourage our kindergartners to follow kindergarten principles always, and not to forget that they

must ever be students keeping in touch with recent investigations, and adapting their methods to individual needs and to their environment.

The kindergarten manual printed a year ago by the board has proved of value in helping us to maintain a general unity.

As the number of kindergartners increased, it seemed difficult to reach the needs of all by one general monthly meeting; hence at my request, the kindergartners were divided into three groups—the west side, the east side, and the south side. I meet each group separately and in this way can better attend to details.

If our kindergartens multiply as rapidly in the future as during the past year, I advise the appointment of an additional teacher of special ability for every group of twenty-five or thirty classes; this teacher to act as an assistant in opening new kindergartens and directing kindergartners of inexperience, and as a substitute in cases of absence. It is customary in most cities to appoint a director and an assistant in each kindergarten; the director is appointed on account of her experience, and all beginners are assistants. Our organization is such that we require but one teacher to a kindergarten, hence we have no directors, but their introduction in the modified form that I suggest would be a decided advantage.

In addition to visiting kindergartens in our public schools, I have visited a number in the corporate schools; the Children's Aid Society has 2,315 children in its kindergartens; the Home Industrial Schools have 1,000.

A kindergarten for crippled children is being carried on in the Children's Aid Society, West Sixty-third street, by Miss Darrach. It is beautiful to see these happy children who have heretofore been shut off almost entirely from the society of other children. One little boy was found crawling on the sidewalk on Eleventh avenue. His parents had not even secured crutches for him. I saw him happily employed with other children, making a miniature garden on the sand table. Many of these kindergartens are provided with excellent rooms and teachers, but they differ greatly in this respect.

SUPPLIES.

The committee on supplies has been very generous in furnishing material for our kindergartens. Several valuable song books, new gift and occupation material, picture books of animals and country scenes, natural objects including

plants, seeds, shells, aquaria, etc., have been granted us. The kindergartners have frequently expressed their satisfaction for these additions. Twenty-five kindergartens have recently been furnished with cabinets and several with pianos. In December \$40 was appropriated for a nucleus of a kindergarten library at the board. With so much generosity it seems ungracious to express a regret, but we have not yet secured our much coveted sand tables. Sand tables, although a most desirable equipment for any kindergarten, are especially necessary for us on account of our afternoon session, the work in sand being not only pleasing and educational, but also restful. I earnestly urge the use of sand for the vacation kindergartens, and hope another year may find us fully equipped in this respect.

We gratefully acknowledge the nature material supplied to us by friends living in suburban towns, and by the kindergarten committee of the Public Education Society. We also acknowledge the pleasant and instructive entertainment given by Professor Bickmore of the Museum of Natural History to our kindergartners at P. S. 30 on April 18. Professor Bickmore has this year prepared under the state regulations seventy-two lantern slides for the kindergarten and primary grades. Acting upon my suggestion, he has arranged the slides to illustrate—

1. A visit to the country.
2. A visit to the city.
3. A visit to the seashore.

These slides will now be distributed throughout the state, and be added to the educational advantages of many cities and towns. We will have the slides also, but cannot use them for the children until some arrangements are made for darkening rooms and working lanterns. I commend this subject to you.

I also again urge that, if possible, provision be made to convey the children to Central Park, once in the spring and once in the fall.

EXHIBITS OF HAND WORK.

Our kindergartners prepared suitable exhibits for the New York State Teachers' Association last June. I was pleased to note the desire of principals to have the kindergarten work exhibited with the respective school exhibits, although a more satisfactory showing could have been made by a separate kindergarten exhibit.

During the year we have had several times, in connection with our regular conferences, exhibits of work for the

sake of comparison and encouragement among ourselves. A collection of one child's hand work for one week from each kindergarten, gave an interesting opportunity for comparison, and was also intended to help in concentrating the attention of the teacher upon an individual child. We are now preparing an exhibit for the State Association at Rochester.

GENERAL REMARKS.

During the year I have had a large correspondence with teachers and supervisors in other cities, and with those seeking information concerning examinations. It has been necessary to spend two or three afternoons each week at the Board, as there have been many callers at the office seeking information on kindergarten matters. I have endeavored, as far as time and strength would permit, to represent our work in educational gatherings.

O BEAUTIFUL DAY!

O BEAUTIFUL day to live in!
The hills in their blue vales of haze,
And the sunshine flooding the valleys,
Where the cattle in quiet graze.

O beautiful day to work in!
The air full of heavenly wine,
And the thought of the world working with us,
In strength for the conquest divine.

O beautiful day to love in!
Earth an altar, with Nature the priest,
And the heart like a Moslem, low kneeling,
The face of the soul to the east.

—*Lydia A. Coonley.*

MOTHER-PLAY BOOK STUDY QUESTIONS.*

FOURTH SERIES. II.

SUSAN E. BLOW.

EDITOR'S WORD: With this issue is begun the Fourth Series of the Mother-Play Book questionnaire. Those wishing to gain profit from the study should secure the Blow translation of the Mother-Play Book, in two volumes, viz., "Mottoes and Commentaries," "Songs and Music," both of which are published in the Educational Series of D. Appleton & Co. The questions are numbered from the beginning of First Series, and have followed the order of the chapters in the book. The answers to the questions are voluntary contributions, and are published as received, in no consecutive order, although the full question with its number is reprinted with each answer. These study questions are being followed with great profit by the best kindergarten training teachers and students of the United States, Canada, and England; they are also used as the skeleton basis for the discussions in many mothers' classes, educational clubs and circles, as well as by individual students of pedagogy. The benefit and uplift which this series of studies has brought to the kindergarten profession at large can be best measured by the fact that this book and its study have been placed by the International Kindergarten Union as the first in importance in kindergarten training.

Lesson of The Little Gardener.

(Words to the song written by Laura E. Richards, page 116, "Songs and Music Froebel's Mother-Play.")

Come, children, with me to the garden away,
The plants are all waiting our coming to-day;
In heat and in sunshine is drooping each leaf,
But the children are coming to bring them relief.
Trinkle trink! Trinkle trink!
How the drops shine and wink,
As the poor thirsty plants hold their heads up to drink!

"All thanks, little children," each bud seems to say;
"All thanks for the love that you show us to day!
Now beauty and perfume shall bless you each one,
In loving return for the good you have done.
Twinkle twink! Twinkle twink!
Now like stars see us wink!
For kindness brings kindness, so flowers all think."

(Froebel's motto to the "Little Gardeners." Translated by Henrietta Eliot, page 227, "Mottoes and Commentaries.")

If to a child's sole care is left
Something which, of that care bereft,
Would quickly pine and fade,

*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.

The joy of nurture he will learn;
A rich experience, which will turn
His inner life to aid.

2338. What is the burden of Froebel's motto to The Little Gardener?

2339. What connection is indicated by the poem in the commentary between the child's garden and the kindergarten?

2340. What is nurture?

2341. What qualities does it imply in the nurturer?

2342. Does Froebel call attention to *all* of these qualities in his commentary?

2343. Will you suggest any ways and means of developing them in the child?

2344. Is the moral education we give children often fitful and wavering because we have not clearly defined and loyally accepted the type of character we wish to form?

2345. Do you honestly desire as the goal of your endeavor to "capacitate the child to give nurture"?

2346. If this is not the ideal goal of your endeavor, will you frankly confess what is?

2347. Do many parents desire worldly success as the chief good for their children?

2348. Do many others preach one ideal and practice another?

2349. Will you state the different ideals of character you may have recognized as guiding different parents in the education of their children?

2350. Will you give your honest opinion with regard to the relative merit of these differing ideals?

2351. Which is better, a moderate ideal kept consistently in view, or a high ideal doubtfully and hesitatingly followed?

2352. May it be that the children in so-called Christian homes suffer from the fact that the avowed ideal of the home is contradicted by the life of the home?

2353. Are "veracity and honesty," as Emerson tells us, the roots of all that is sublime in character, and if so, is truthfulness the first duty parents owe children?

2354. Is it truthful to hold up an ideal you do not honestly and practically accept?

2355. Is the ideal of nurture the highest of all ideals?

2356. What difference between the nurturer and the Saviour?

2357. Is the description of Christ as "the great Teacher" an adequate expression of his character and mission?

2358. Wherein does redemption differ from nurture?

2359. Do you suppose that Froebel's highest ideal was that of nurture?

2360. What would this indicate with regard to his Christian consciousness?

2361. Have you gardens for your children? If not, have you plants they care for?

2362. What effect upon the character of your children has the care of plants produced?

2363. Do you play the game of The Little Gardener? If so, how?

2364. What is the relationship of the game to the actual gardening?

I DREAMED we wandered down a lane,
A little maid and I,
And saw the fields of sugarcane
The candy-makers buy.

And then we heard a robin sing
Somewhere, a tune so gay,
And met a funny bunny-thing
That jumped and ran away.

And then we lay beneath a tree
To watch the moving sky,
And were so glad that we were we,
This little maid and I.

—Anita Fitch.

EDITOR'S PORTFOLIO.

EDUCATIONAL EXHIBIT AT PARIS—MRS. BROWNING AND HER CHILD—VICTOR HUGO INSPIRATIONS—IBSEN'S TOAST TO WOMEN—YOUNG KINDERGARTNERS.

World's Fair at Paris in 1900.—The educational exhibit of the Paris Exposition will be an all-important one. The "new-education" feature of this exhibit should be adequate to the opportunity. In presenting the subject to the N. E. A. Commissioner Harris made the following statements:

"The great advantage of studying education at an international exposition is found chiefly in its bringing together the educational side by side with the industrial exhibit."

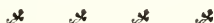
"This correlation of productive industry with education has been recognized in world's fairs. In the Paris Exposition of 1855 there was a subdivision devoted to primary education, and again in that of London of 1862 the class 'education' appeared in the schedule. The primary schools of France made a show in the exhibition at Paris in 1867. At Vienna, in 1873, we all became interested in the educational department, and prepared to do a much greater work in our own international fair, the then approaching centennial anniversary of the birth of our nation."

"In the Paris Exposition of 1889 education in France received a wonderful illumination. Its thoroughness and its penetration to all classes of society was demonstrated. The fact that the United States had only a small rudimentary exhibit there was a source of regret then and since not only on the part of Americans, but also on the part of France and other nations as was shown by their oft-repeated comments. In the Columbian Exposition, so fresh in our memory, education occupied a much larger space than in any of the fairs that had preceded it, and the grand impression it made is still fresh in our minds."

"The education of the elementary school fits the citizen for most of his routine work in agriculture, manufactures, commerce, and mining. But the deeper problems of uniting our nation with the other great nations, and harmonizing our unit of force with that greater unit, must be solved by higher education, for it alone can make the wide combinations that are necessary. Shallow elementary studies give us the explanation of that which lies near us; they

help us to recognize our immediate environment; but for the understanding of deep national differences, and for the management of all that is alien to our part of the world, deeper studies are required. The student must penetrate the underlying fundamental principles of the world history in order to see how such different fruits have grown on the same tree of humanity. We must look to our universities and colleges for the people who have learned to understand the fashions and daily customs of a foreign people, and who have learned to connect the surface of their everyday life with the deep national principles and aspirations which mold and govern their individual and social action. Hence the significance of this epoch in which we are assembled to discuss the principles of education and its methods of practice. There have been great emergencies, and great careers have opened to American teachers, in our former history; but we stand today on the vestibule of a still more important time-period; it is the era of the union of the New World with the Old World."

The temporary secretary for the American educational exhibit for Paris, as named by Commissioner Peck, is Mr. Richard Waterman, Jr. Will our International Kindergarten Union take a directing part in the American kindergarten exhibit? The Froebel Society for Great Britain and Ireland has already drawn up plans for an adequate exhibit.



Elizabeth Barrett Browning wrote under date of June 2, 1855, to John Ruskin: "How very kind of your mother to think of my child. And how happy I am near the end of my paper not to be tempted on into 'descriptions that hold the place of sense.' He is six years old; he reads English and Italian, and writes without lines, and shall I send you a poem of his for illumination? His poems are far before mine, the very prattle of the angels, when they stammer at first and are not sure of the pronunciation of *es* and *is* in the spiritual heavens (see Swedenborg). Really he is a sweet, good child, and I am not bearable in my conceit of him, as you see." In letters to other friends she adds to the description as follows: "Little Penini has been blossoming like a rose all the time. Such a darling, idle, distracted child he is, not keeping his attention for three minutes together for the hour and a half I teach him, and when I upbraid him for it, throwing himself upon me like a dog, kissing my cheeks and head and hands. 'Oh you little pet, *give* me one chance more! I will really be dood,' and learning everything by magnetism, getting on in seven weeks, for instance, to read French quite surprisingly. He has written a poem on the war and the peace, called 'Soldiers Going and Coming.' Oh such a darling that child is! I expect the wings to grow presently."

"Peni has been overwhelmed with (Christmas) gifts this year. I gave him on Christmas Day (by his own secret inspiration) 'a sword with a blade to dazzle the eyes;' Robert, a box of tools and carpenter

bench; and we united in a 'Robinson Crusoe,' who was well received. According to his own magniloquent phrase, he was '*exceptionally* happy.' He has taken to long words; I heard him talking of '*evidences*' the other day. Poor little Pen! It's the more funny that he has by no means yet left off certain of his babyisms of articulation, and the combined effects are curious."



Inspiration.—The following pregnant quotations from Victor Hugo furnished the interlinings to the All Souls' Church (Chicago) summer announcement circular:

"There is something beyond satisfying one's appetite.

The goal of man is not the goal of the animal."

"Science seeking the true, the thirst of thought, the torment and the happiness of man; the lower life aspiring to the higher."

"Man cannot live by bread alone. Give up the poets and you give up civilization. There comes an hour when the human race is compelled to reckon with Shakespeare the actor, and with Isaiah the beggar."

"All sanitary purification begins by opening the windows wide. Let us open wide all intellects; let us supply souls with air."

"Just as the whole sea is salt, the whole Bible is poetry."

"The future presses. Tomorrow cannot wait. Humanity has not a minute to lose."

"Excessive devotion to the material is the great evil of our epoch."

"The great problem is to restore to the human mind something of the ideal."



Henric Ibsen's Toast to Women.—The Women's Club of Christina recently gave a dinner in honor of Ibsen. A member of the club in her address gave credit to Ibsen as having done a great service to womankind through his poetic writings. The poet responded to this high praise in the following words: "Everything that I have written was by no means the result of conscious purpose on my part. I have been more a poet and less a social philosopher than the public is inclined to think. I have never looked upon the woman movement as being a question in and of itself. It is certainly desirable that the 'woman question' should be solved, together with other great questions, but it was by no means the only purpose. My work has been to set forth human life, and if this phase has appeared conspicuously, it must be that the reader has interpreted the same according to his own feelings and problems, and attributed these to the poet. But no, it is not so. The writer perfects his work at every point, because the readers are quite as much the author as he who writes; the readers are the co-laborators. They often are more poetic than the poet himself. And so I take the liberty of accepting the toast with this modification, for I see that you women have a great work in bringing to pass the culture purposes of this organization. Here then is a toast to your club and your work for women, may you realize great joy and success. As for myself, there has ever been one task before me, that of uplifting my country and of placing higher ideals before the people. In this work two factors are forever present which lie in the hands of the mothers, namely, the awakening into consciousness of *culture* and *discipline*. These must be called forth from men through gradual and persistent work before humanity can be lifted higher; yes, the women are to solve the woman question, but it is as mothers they must do it. Herein lies woman's greatest work."

BOOK NEWS AND NOTES.

WHAT IS COMING FROM THE PRESSES AND THE PENS TO CONCERN CHILD-GUARDIANS.

"That Last Waif, or Social Quarantine," by Horace Fletcher, is now ready for the market. Mr. Fletcher signs himself "advocate for the waifs," and pledges the receipts of the book to the good uses of neglected "apprentice citizens." In the foreword the author says: "'Waif,' as herein employed, applies to all neglected or abused children, and not especially to those who have lost their parents or have been abandoned." Horace Fletcher is a man whose sincerity is fully balanced by his insight in the matter of urging child-saving as state business. This book is a protest against spasmodic philanthropy, or social sanitation in spots, and is a business man's plain, substantial argument. Mr. Fletcher uses the term quarantine with all the conscious meaning which it brings to Southern citizens, who are subject to frequent quarantine and who have learned by devastated cities and arrested commerce to insist upon complete and absolute quarantine. Mr. Fletcher says: "The plea for a *social quarantine* which shall establish protection for helpless infancy during the period of present neglect, and when the cost is insignificant, is made in the belief that, once attracted to the idea of the possibility of *social quarantine*, which is nothing if not complete, popular sentiment will demand a continuance of organized protection for each member of society as long as he may be helpless or weak, without reference to an age limit." After a long and serious study of the social provisions made for children in many countries, the author meets with a four-year-old at midnight, who cleverly escapes the police and is lost and becomes "as unidentifiable as would be a shot escaping back into a bag of its fellows." The author carries this figure further: "The simile of the pellet of shot occurred to us again and again, and finally suggested a scheme of redemption to include our waif. The only way to be sure of getting the lost shot was by *bagging all the shot*. The only way to rescue our waif was to furnish facilities for rescuing all waifs in need of intelligent care." The chapters of this vitalizing and quickening volume lengthen themselves with valuable data, reminiscences, records of child-saving and life-saving work in many cities by many well-known organizations; these are reinforced by clear-cut statements which strengthen the valid optimism of all readers who think and feel. We quote again: "As long as charity is lending its support to partial measures of relief it seems almost as if it were throwing money and effort in a hole, for there is little appreciable diminution of the need. This is why charity gets weary of its good work." This book, bound in the quarantine color of orange, and superb in letter press, refreshes both the inner and outer eye. It sets people to thinking, and will win gratitude for so doing. It confirms the doctrine of common sense on every page. It gives full recognition to the "good causes" that make up the modern life, but asks for more economy in child life, more responsibility and consecrated duty on the part of adulthood. It italicizes that *the most important branch of government is the nursery of good citizenship.*" 270 pages, cloth, \$1.50. Kindergarten Literature Company.

"Gymnastic Stories and Plays" by Rebecca Stonerod, director of physical training in the public schools of Washington, D. C., is a book of regulated play as a means of physical training for older children. Following the successful exercises of the kindergarten, Miss Stonerod aims to supply material which shall bridge the gap between the kindergarten and the precise gymnastics given to the children of the third year of school. The exercises appeal equally, in a systematic series, to the child's imagination, love of action, and imitation. Among the exercises for the first year we find the descriptive titles of playing "Trees in a Storm," "Autumn in the Woods," "Birds Learning to Fly." The illustrations and notes to the teacher aim to keep the exercises full of fresh interest, to both teacher and children. This is a wise proviso, for we can scarcely imagine more disastrous gymnastics than perfunctory and stereotyped bird-flying or self-conscious and uniform nut-gathering, in order that the limbs or spine might be exercised. The games and plays are all arranged with reference to the limitations of a public schoolroom having seats and narrow aisles. "Follow My Leader" is adapted to these conditions as follows: A leader is chosen, and the children in line follow him as he walks around the room. Each movement made by the leader is imitated by the one directly behind and by each child in succession. The leader may in any order he chooses take the following movements, and also originate others. Each movement should be repeated a number of times before changing. The positions utilized in the game are as follows: Rising, walking, jumping, and touching a high point; sitting in chairs, walking sideways, skipping sideways; passing between desks and chairs, fingers touching overhead, vaulting over seats, clapping, sitting. When asked how may the kindergarten spirit be introduced into the lower grades, it will be safe to answer by recommending "Gymnastic Stories and Plays."

Miss Stonerod writes as follows of her own effort to see this union made more secure: "I am deeply interested in connecting the kindergarten with the primary school. Those who are interested in the kindergarten movement in connection with the public school will have to bend their efforts toward making the two dovetail. Primary teachers should know more of kindergarten work, and kindergarten teachers should know more of the primary school. I have had some kindergarten training. So in connection with our physical training feel that the two have been joined." Price 75 cents. D. C. Heath & Co.

THE *Educational Review* for September may be called a symposium number on psychology. Hugo Munsterberg opens the subject by a defense of his position on the idealistic platform, asking the sarcastic questions: "If I warn education not to make progress in a wrong direction, must I proclaim by that that we ought to go backward? If I denounce a dangerous misuse of experimental psychology, do I attack with that experimental psychology itself? If I assert that the interest of the teacher ought not to go in a misleading direction, do I demand by that that the teacher ought to be dull and without interest? If I regret that something has become the fad of dilettanti, do I ask by that that scholars also ought not to deal with it? And if I find fault with the recent development of child study, do I imply by that the belief that we do not need a modern science of education?" He makes a statement not to be misunderstood when he emphatically says: "I should exclude from the schoolroom the relations of psychology to the details of brain physiology and the whole of pathological psychology, and above all, all child psychology." He makes a blunt generalization in his own straightforward, German way: "The teacher needs interest in the mental life

from the point of view of interpretation and appreciation; the psychologist with his child psychology, and experimental and physiological psychology, gives him and must give him only description and explanation. Pestalozzi and Froebel were no psychologists." "The whole educational trade does its business today with small coin. Our time needs again a man like Herbart." "The question whether there is a connection between psychology and education cannot be answered simply with yes or no, but must be answered by first, secondly, thirdly, fourthly—I do not discuss whether we can ever say also, lastly."

In the same issue of the *Educational Review*, Hiram M. Stanley defines tact as 'only applied psychology,' and declares that "to psychologize is to have the fellow-feeling." "The trouble with psychology and with its teachers is *lack of psychic insight*."

"Gordy's New Psychology," by John P. Gordy, head of the Pedagogical Department of the Ohio State University, has a crispness and suggestiveness that quickens. We quote a few characteristic paragraphs as follows: "We may sum up the benefits which a study of children, or of individuals, as I prefer to state it, may render to the teacher, as follows: (1) It will help him see at what stage in the development of his pupils the various subjects which pupils should study should be taken up; (2) it will help him in determining how much pupils can learn; (3) it will help him decide how much work can be safely required of pupils; (4) it will help him discover the special gifts of pupils; and (5) it will help him at every step in his work by helping him to ascertain what his pupils know of the subjects he is trying to teach."

"I find myself obliged to dissent from the view that the end of education is the development of character, as character was defined at the recent (1897) meeting of the Herbart Society. Said Dr. Dewey: 'Character means power of social agency, organized capacity of social functioning. It means, as already suggested, social insight or intelligence, social executive power, and social interest or responsiveness.'

In other words, according to Dr. Dewey, "that man is educated who sees the needs of society, has capacity to promote them, and is disposed to do it."

"The question as to the criterion which is to guide us in selecting courses of study is the question as to the end of education. The Herbartians tell us that this end is character. Taken in the ordinary sense, as the equivalent of moral character, we all know that is not true. All of us are acquainted with men of character who are not educated."

"It is to me a very interesting fact that Pestalozzi went to Paris early in this century in order to try to induce Napoleon to reform the educational system of France in accordance with his ideas. Napoleon said he had no time to bother his head with questions of A B C. Prussia took the time, and the result was that when Prussia and France met again on the field of battle nearly seventy years later, the soldiers of Prussia, educated in accordance with Pestalozzi's ideas, completely routed the armies of France. When I wrote this sentence I did not know that Pestalozzi had used a similar illustration: 'The public common school . . . coach must not simply be horsed' . . . it must be turned round and brought on' an entirely new road.'" Published by Hinds & Noble.

"After College—What? For Girls." By Helen Ekin Starrett; 35 cents. Mrs. Starrett is the principal of a large and successful classical school for girls in Illinois, and naturally understands thoroughly the

needs as well as the aspirations of those who come to her for help and guidance. She sees, as many others have seen, that in thousands of cases the higher education unfits young women for the sphere of life into which they were born. Girls return to the farm or the country village capable of noble work and of great usefulness in ideal planes; they find themselves cramped and dwarfed by conditions which they have outgrown. Unhappiness is the result. In her booklet "After College—What? For Girls," Mrs. Starrett approaches this really serious problem with sympathy and at the same time with an attempt at a practical solution. Mrs. Starrett makes the following devoutly proven statement: "When the college girl is truly inspired with this "enthusiasm of humanity," this divine love for her fellow creatures and a desire to help them, she has found the best and highest that there is in life. It is among saintly women who have from choice devoted their lives, or a portion of them, to this work that has no reward except the doing of it, and the blessing it confers on other lives, that we find those serenely happy faces that make us think of the beautiful madonnas of the great masters of old. This inspiration of devotion to the work of uplifting fallen humanity seldom comes to the young and happy except as the result of some great blow to the heart or wrecking of the ordinary hopes, loves, and ambitions of youth. When it comes as a result of such wreckage it is the message of divine healing. It is the transforming and transmuting power that changes the selfish, exclusive love of one and of self, to the beneficent, inclusive, healing love of all. It is the Gethsemane experience of the soul that enables it to understand and appreciate the words of that great suffering yet triumphant philosopher who said, "Learn to say to happiness, 'I can do without thee,' for with self-renunciation life begins"; or better and more simply, "Not my will but thine be done."

"School and Home Education" comes as the result of re-christening the old *Public School Journal*. Expansion of territory is the motto of the hour, and we are glad that George P. Brown has the opportunity to extend his editorial door-yard to include homes as well as schoolhouses. The subscription price remains \$1 in spite of the generous expansion. Editor Brown writes of the change of the old into the new journal with caustic pen as follows:

"We believe that the time has now fully come when this journal can do something more than it has yet done to encourage this union and coöperation. There has for years been a growing disposition on the part of both home and school to regard school education as one thing and the home and social life of the child as another and quite different thing. Intelligent people in their public discussions on educational topics declare that 'schooling' is not 'education.' One of the leading and prominent citizens of one of the most intelligent communities in Illinois, who is a farmer, recently illustrated his idea by comparing 'schooling' to the whetting of a scythe, and 'education' to the mowing of the field. The moral was that there is too much 'whetting of the scythe' and too little 'mowing' in the training of children. He would therefore limit the 'schooling' to not to exceed six months, and let the home and society—industrial and other—'educate' the child during the rest of the year. The inference was that too much whetting of the scythe defeated its own purpose by dulling the wits it undertook to sharpen." *School and Home Education* is \$1 per year; the *KINDERGARTEN MAGAZINE* \$2. Both are furnished to the same address for \$2.50.

"Outlines of a Year's Work in the Kindergarten," arranged by Anna W. Devereaux, supervisor of kindergartens of Lowell, Mass., comes

from J. L. Hammett Co. These outlines are based upon the order of the seasons, and the compiler assumes that all who use them have completed a kindergarten course in which a careful study of Froebel's general theories was required. The exercises are presented from the needs of public school kindergartens, and are recommended as practical for large classes, having been carefully tested by Miss Devereaux herself. The outlines are planned for work with two divisions of children. The following subjects are provided for the October program: Autumn leaves, nuts, squirrels, trees ready for winter. The work with the gifts as suggested by Miss Devereaux, is largely mathematic and geometric. It would be interesting to know how many trained kindergartners find need for such a printed outline of subject-matter.

WE publish in this issue an interesting discussion on the question, "Are children in the kindergarten playing when they should be working?" The author is T. G. Rooper, Esq., inspector of London public schools, favorably known in America by his attractive booklet on "Apperception, or a Pot of Green Feathers." He is also the author of "Object Teaching, or Words and Things," which is a booklet uniform with "Apperception," both published by C. W. Bardeen; 25 cents. It is good to read the views of so broadly recognized a man on the subject of children's play. This article will help many generally interested men and women into a clearer notion of the office of the kindergarten. Mr. Rooper has developed and established the term *Garden-Slojd*.

"De Soto and his Men in the Land of Florida," is the title of Miss Grace King's new book, to be published next month by The Macmillan Company. This story is based upon the Spanish and Portuguese accounts of "Conquest," by the brilliant armada which sailed westward under De Soto in 1538 to subdue the natives and bring this country under the Spanish crown. It gives most interesting accounts of the tribes who opposed the army, of the hopes and fears of the invaders, and their final demoralized rout to Mexico. Mr. George Gibbs has illustrated the book with some characteristically romantic drawings.

"When Kaiser Wilhelm Was Young," our leading article, is translated from a German Children's Almanac, published in 1889, and illustrates how Germany teaches the youngest children her national history in careful detail. Kaiser Wilhelm is a figure of such gigantic proportions that he will be made better known to the thousands of German-American children in our American kindergartens. We are indebted for the suggestion as well as the translation to Miss Bertha Johnson of New York.

MR. RICHARD WATSON GILDER writes regretting that he overlooked the date on which the birth of the KINDERGARTEN MAGAZINE was to be celebrated (May, 1898), and therefore did not send anything appropriate to the occasion. Mr. Gilder says that he has been very much gratified at the popular growth in favor of the kindergarten, and realizes that this growth comes largely from those expert teachers and writers who have made clear the moral and scientific value of the kindergarten in the education of the children.

"The Application of Psychology to the Science of Education," by Johann Friedrich Herbart, is a volume of thirty-five letters, written by Herbart to his friend Friedrich Karl Griepenkerl. They are translated and edited with notes by Beatrice Mulliner, and bring five illustrative plates. Published by Charles Scribner's Sons; price \$1.50.

"Froebel's Pedagogics of the Kindergarten," translated by Miss Jarvis, appeared some time ago, and D. Appleton & Co. announce that Vol. II of the same is in press, to appear during the year. This book should appeal to kindergarten training schools as a text-book, but is as yet used chiefly as a book of reference. We are glad, however, that the second volume is to appear soon, as it closes the translations of Froebel's chief writings. Miss Jarvis was the pioneer in this work in America, and has the respect of all for her earnest undertaking and early translations.

REV. W. F. C. MORSELL, of Philadelphia, has invented a unique set of blocks, which are put up in the form of a triangular prism, all the parts being exact divisions or sub-multiples of the cube. Mr. Morsell has also prepared an extensive manual, which is intended to serve teachers of applied mathematics in the special direction of the study of crystallography. The blocks are manufactured and the manual published by Milton Bradley Co., and both are sold for \$5.

PROF. GOLDWIN SMITH'S "Guesses at the Riddle of Existence" is to appear in a new edition early this fall. Of these five essays three are of especially philosophical interest, the first, which gives the title to the volume and discusses the views of the late Professor Drummond in his "Ascent of Man," of Mr. Kidd in his "Social Evolution," and of Mr. Balfour in his "Foundations of Belief"; the fourth, "Is There Another Life?" and the fifth, "Morality and Theism."

As the tenth anniversary of your magazine has been reached I wish to add my word of appreciation. Like all really good things your magazine constantly improves, widening its scope and becoming more and more of a help and inspiration. But perhaps its chief charm to me is the strong personality which characterizes it, making it individual to an unusual degree. With every good wish for its future advancement and success.—*Charlotte S. Martindell.*

MR. BENJAMIN KIDD, the well-known author of "Social Evolution," is in this country on a tour of study. Like several other famous students of political institutions, Mr. Kidd has found in this country the most suggestive matter for study. At the present time he is directing his attention, in common with other thoughtful Europeans, to the exercise by the United States of sway over its recently acquired tropical possessions.

"Animals" is a new illustrated serial, issued by E. L. Kellogg & Co. as an aid to teachers and schools in nature study and geography. Every number contains ten superb pictures of animals, and the first to come is a handsome Nubian lion. It is as good as a visit to the Zoo to turn the pages. Monthly. Sample copy 15 cents; \$1.50 per year. Size 12x10.

"Natural History Object Lessons," a manual for teachers, by George Ricks, B. Sc., inspector of schools, London. Comes in two volumes from D. C. Heath & Co. The same firm announces "From September to June with Nature," by Minetta L. Warren, for first grade reading.

THE New York *Teachers' Quarterly* is a new magazine devoted to the professional advancement of the teacher. The first number comes in clear cut, clean style, illustrated, edited by Joseph S. Taylor, Ph. D., a principal in public school 19, New York City.

THE Tennessee Centennial and International Exposition is the subject of Chapter XXI of the coming report of the Commissioner of Education. We acknowledge advance sheets.

CURRENT REPORTS AND PROGRESS SIGNS OF THE KINDERGARTEN MOVEMENT.*

International Kindergarten Union.—At the annual meeting of the I. K. U. in February last it was voted to collect various statistics and information relating to the early days of the society and to put them in permanent form. This work was undertaken by Miss Laws, chairman of the publication committee, and early in June the first report was issued giving an account of the organization of the union at Saratoga in July, 1892, and including a record of meetings at Chicago in 1893, Denver in 1895, and New York in 1896.

The second report sent out last year contains an account of the meeting at St. Louis in 1897, and the third report just out gives a record of the last meeting in Philadelphia. The last issues, the first and the third, have been distributed as follows: one copy of each to each officer and member of committees of the union, one copy to each associate member, and one copy for every ten members of each branch. These last have been forwarded to the secretary of the branch, who is expected to circulate them among the members in any way most convenient.

Societies or individuals not receiving copies are requested to communicate at once with the secretary of the union. Extra copies of the last report may be obtained on application until the limited supply is exhausted. Everyone is urged to correct any mistakes in the printing of names or addresses, and societies are specially called upon to report any changes in local officers. Attention is also called to Art. IV of the constitution, and all those not holding receipts for the present year are requested to send dues as early as possible.

September 15, 1898.
109 W. Fifty-fourth St., New York City.

CAROLINE T. HAVEN,
Cor. Sec. and Treas. I. K. U.

Our Difficulties—A junior member of one of our leading kindergarten training schools writes as follows:

"I have one little boy who seems to be entirely irresponsible. He gets up from the table or circle whenever he gets a notion. I have tried to find ways by which to keep up his interest with the others. He is capable, but the play spirit is dominant. He prefers to throw his beads instead of stringing them. He is the first child I have noticed who does not enjoy stringing the second gift beads. He knows the colors and can pick them out, but prefers to run and jump even after a long play time. It has been my delight to find out his vulnerable spot. It is clay. He does excellent work and will be contented during the entire period of modeling. He is the smallest child in the entire kindergarten."

A young kindergartner was recently asked, "What are the general difficulties in your daily work?" and made the following reply, which may be a suggestion to training teachers:

"My difficulty is chiefly in the playing of games. I find it very difficult to find such as will have enough interest for the older children, and at the same time not be too difficult for the majority of the little ones.

*Reports of kindergarten training schools, clubs and associations, in short, whatever is of historic interest to the kindergarten profession is welcomed to this volunteer department, subject to the discretion of the editor.

I would like to suggest from my own experience that the kindergarten training students be more frequently given charge of the game circle in order that they may have more experience. Another difficulty is the lack of interest on the part of the mothers. Several of them seem to have expected miracles worked for their children in a few weeks, somewhat on the order of the patent medicine curer in half dozen doses. Because the kindergarten has not been instantaneous in transforming habits and dispositions of several years' standing, and goodness knows how many generations accumulating, several have removed their children."

CONGRESS has at last yielded to the demand of public-spirited citizens of Washington that kindergartens be established as part of the public school system, and an appropriation of twelve thousand dollars is available for that purpose during 1898-99. Both white and colored children are to benefit by this provision. There is no reason why, under Superintendent Powell's enlightened supervision, these kindergartens should not from the first be models of their kind. Mr. Powell can certainly be trusted to see that real kindergartens are established, and not day-nurseries. He will certainly shun "graduates" of the superficial and hot house training schools with which the country abounds, and select as directors only women whose culture and technical preparation are in every way adequate. He will just as certainly provide them with competent, paid assistants and ample equipment. He will see to it that the compensation of the teachers is in fair proportion to their training, labor, and responsibilities. Then and then only will the Washington public kindergartens be what they may fairly be expected to be—models of organization and efficiency and a complete justification of the action of Congress in providing for their establishment. The small but effective beginning made by Mr. R. Pickman Mann and by the few devoted supporters and workers of the Columbian Kindergarten Association, has now developed into this very substantial public undertaking, and another step forward has been taken in the march of sound educational principles.—*Educational Review*.

"How to Conduct Mothers' Meetings" is the general subject of a course of four talks to kindergartners by Frederica Beard, of Chicago. The subjects are arranged as follows: How to begin; subjects which appeal; how to use subjects; general methods. This practical handling of the most important correlative to the regular kindergarten work is timely. Miss Beard gives opportunity for discussing the details of such undertaking, and strongly advises young kindergartners to think well before they engage to conduct mothers' meetings. She said that three considerations are essential in organizing mothers' meetings: First, the recognition of the fact that every mother knows *something* the kindergartner does not; second, every kindergartner knows *much* that the mother does not; third, tact and judgment in seeking to apply the appreciated need, for when the mother's interest is once aroused innumerable questions at once arise. Miss Beard classified the kinds of mothers for convenience, as follows:

1. Intelligent mothers who have read, but need further help in practical application.
2. That large class who have practical experience but need principles of education to more thoroughly and systematically work out their experience.
3. The ignorant foreigners, or home-born in out-of-the-way places.
4. A group that may be made up of a combination of the second and third, with perhaps a few of the first.

Frances Power Cobbe, from her old home in Hengwrt, Dolgelley, N. Wales, sends a cordial letter, in which she speaks of the anti-vivisection movement as "her sad work," and of the kindergarten as that "excellent educational work which augurs to prepare the way for the future victory of humanity over cruelty." Miss Cobbe writes apropos the Paris Exposition as follows: "The Paris exhibition of anti-vivisection papers does not seem to me to promise much for our cause. The French and most of the continental nations are too callous or frivolous to turn to such a dark and grievous subject in the midst of the excitement and pleasures of a great exhibition. But much may happen between this time and 1900. For one thing I shall probably be where vivisectors cease from troubling."

Miss Cobbe is now in her seventy-sixth year, having been one of the first English women to enter practical journalism. It was while living in London, writing for penny papers, afterward for the best journals, that she discovered her sympathy for downtrodden animal nature, and determined to do her part to have all creatures duly recognized by their fellows of a higher order. Her pamphlets ring with sincere protests against inhumanities of all kinds, and the sufferings of the vivisectioning room in particular. The editor will be doubly interested in the exhibit proposed for the Paris exposition by the International Anti-vivisectionists.

Frau Froebel to the I. K. U.—Honored Madam: I implore with you the blessing of heaven upon your labor for the true welfare of the budding youth. Would that all who educate and instruct children might faithfully live for them, and when they have given to them in love and confidence may they awaken the best in them and promote the truest goodness. With kindly greetings to your co-workers, yours,

January 29, 1898.

S. FROEBEL.

The undersigned takes the liberty of stating that in spite of the melancholy which is due to her advanced age of eighty-three years, dear Madam Froebel follows with greatest interest all kindergarten movements of the world, and feels the deepest joy in the spreading and prospering of Froebel's ideas. This I make known to all concerned, and respectfully send friendliest greeting to all who are in sympathy with Madam Froebel.—*Auguste Alfeis, Superintendent of "Eichenhain" Sanitarium for Nervous and Melancholy Patients.*

Symbols.—But the worst sin consists in withholding from a pupil the knowledge of the symbol, and in requiring him to think in things when he ought to be thinking in symbols. To insist that we must always pass from the idea and the word would banish the best use of the dictionary from the schoolroom, namely, that in which a pupil looks up the meaning of new words. The flag is the symbol of our national life. The cross is the symbol of the Christian's faith and hope. When these are rightly used, they become helps in imparting patriotism and Christianity, and in fixing these as potent factors in the hearts and lives of the rising generation.—*Nathan C. Schaeffer, Supt. of Education, Penn.*

THE withdrawal of Mrs. Katharine Whitehead from the St. Andrew's school of Rochester has been made necessary by broken health. Mrs. Whitehead is spending the year in New York City in recreation studies, particularly in music. She is succeeded in the unique St. Andrew's work by Miss Helen Wallace Orcutt, a daughter of Hiram Orcutt, and a graduate of the kindergarten training school under Miss Lucy Wheelock, of Boston. The school is under the direction of Dr. Algernon Crapsey, of the St. Andrew's rectory, who writes: "It is our purpose to

place the school, if we can, among the foremost of such institutions in the country." Success to you for the good of Central New York.

A Fable of Today (with no moral).—A kindergarten gift drew her skirts aside so that she could pass the multiplication table without touching him; but in spite of this precaution, she stumbled and fell over seven-times-eight.

"It is fifty-six," said he firmly, without removing his hat or assisting her to rise.

"You are so uncompromising!" she cried.

"Yes," said he; "but if I were not, the bottom would fall out of the whole duty of man, proportions would be lost, humor destroyed, and the direction of life would run into a hole in the ground."

"What is *up* from a ball rolling through space?" murmured the kindergarten gift.

"*You* would be," said the multiplication table, "if you had known me."—*Ellen Bulkeley, in the Century.*

THE Arkansas Froebel Association makes the following assertion as to qualifications of candidates for admission to the normal training class under their support, and under the principalship of Miss Mabel McKinnie: "The qualifications of the kindergartner are difficult to define, since much depends upon original endowment, added to a deep spiritual and intellectual nature—first of all, a Christian woman with education sufficient to have graduated her from a high school of standing. A general culture through association, travel and musical proficiency will sometimes give to the candidate as desirable a foundation for the work as the more definite school course."

MY panacea for naughtiness and restlessness on the part of children is happy, useful, constant occupation. This is the problem upon which all young teachers should be set at work. The one question I should ask a child is, "Have you done your work?" Give to the most trying child in your school certain tasks for which he shall be responsible, and commend him heartily for the performance of these tasks. Tax your brains to provide ways of keeping him busy instead of to originate methods of punishment. Work him from the kindergarten to the high school, and work him constantly.—*Miss Bertha M. McConkey.*

THAT is a beautiful custom in Denmark which, during the summer holidays, sends the school children of the cities to the country, and those of the country to the cities. The parents of the country and the cities swap children temporarily, so that the city children are strengthened and made happy in the country, while the people in the cities show their little visitors the sights, and get up little festivals for them. In this way Copenhagen sends ten thousand school children to the country, and entertains the same number in exchange.—*Public School Journal.*

MRS. MARY SHELDON BARNES, the wife of Prof. Earl Barnes, died in London, August 21, 1898, where she was, together with her husband, spending a year in special research work at the British museum. Mrs. Barnes was conspicuous among women as an educator, as a scholar, and as a nineteenth century type. She was the daughter of Dr. E. A. Sheldon, of the Oswego Normal School. Mr. Barnes has the sincere sympathy of the kindergarten profession, which owes him gratitude as well as appreciation.

THERE are eleven state organizations for child study, sixty city associations, more than three hundred local clubs, and fifteen chairs in col-

leges and schools. It is no more welcomed by conservatives than was evolution when it first appeared. At last the human soul is being studied genetically. It will eventually be the central theme in all departments. There can be no science or art of education without child study as its central thought. The movement is already so great that it cannot be stayed by the hand of conservatism.—*Dr. G. Stanley Hall.*

MISS EMILY HUNTINGTON, well-known as the inaugurator of the system of kitchengarden, and leader of girls' clubs in New York City, is practically and intelligently interested in kindergarten work, being at present deeply interested in having her only niece trained for the work. She attended the classes at Chautauqua, N. Y., during the summer, returning to her New York work with fresh interest. Her address is United Charities Building, 105 E. 22d St., New York.

It has hitherto been the custom of the children attending the public schools in Austria and Hungary to kiss the hands of their teachers on arrival and departure. This has now been forbidden by a ukase just issued by the imperial board of education, which bases its decision on a declaration of the sanitary council to the effect that kissing is a dangerous proceeding, and should not be practiced when not absolutely necessary.

THE early gifts and games and toys, which were designed for what we should call babies, have often been employed in England for the preparatory or even the transition stage, thus bringing ridicule on the system. But the system is not ridiculous, but rather those who misunderstand and misapply it.—*T. G. Rooper, London.*

TWENTY-FIVE THOUSAND school children were denied admission for lack of room when the New York-City schools opened in September. May it be the accomplished purpose, as it now is the spoken desire, of our citizens to see that a desk is provided for every child of the country before September, 1899.

Grace Hallam's Journal, edited by Maud Menefee, will be resumed in the November issue of the KINDERGARTEN MAGAZINE. This series has called forth the warmest praise and interest from prominent educational writers. Miss Menefee is known to our readers as the author of "Child Stories from the Masters."

It is not an uncommon thing, according to a traveler in Russia, to meet a herd of cows or oxen in certain parts of that country wearing blue glasses, to counteract the effects caused by the reflection of the snow in winter time.

THE Industrial School and Free Kindergarten Association of Detroit have closed the Normal Training Department of their work. The ladies continue the other branches as heretofore.

"The Kindergarten of Today and Its Needs" is discussed in general terms by Lucy Wheelock in the *Normal Instructor* for September.

NEWARK, N. J., has now twenty-seven public kindergartens and announces its determination to have one in every school of the city.

MRS. MARY H. BARKER, formerly of Superior, has taken the supervision of the public kindergarten work at Worcester, Mass.

THE excellent portrait of Mrs. Kraus-Boelte appeared in our September issue by courtesy of the *New York School Journal*.

MRS. A. M. PERRY announces a kindergarten normal class to open in Boston the first Monday in October.

LONDON social settlement sent 30,000 children from crowded districts to the country during the past summer.

PUBLIC kindergartens exist in one hundred and fifty of the large cities and towns in our country.

THE world does not require so much to be informed as to be reminded.—*Hannah More.*

THE Kindergarten Department of the N. E. A. has existed for thirteen years.

MILWAUKEE, Wis., has had public kindergartens since 1885.

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Topical Outlines on ten all-important child-culture subjects, including reference readings, questions for discussion and summary of leading points to be gathered. Furnished in leaflet form, from month to month, at small cost of 30 cents per hundred. Sold in lots of 100 only. Address

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Miss Butler, who served as organizing secretary of the First National Congress of Mothers in Washington, D. C., is also broadly known as a Sunday-school worker and writer, as well as author of "Handbook for Mothers."



FRAU DIREKTOR HENRIETTA SCHRADER BERLIN
PESTALOZZI-FROEBEL HAUS

KINDERGARTEN MAGAZINE

Vol. XI.—NOVEMBER, 1898.—No. 3.

NEW SERIES.

CONGRESS OF MOTHERS AT THE TRANS- MISSISSIPPI EXPOSITION.

UNDER THE AUSPICES OF THE NATIONAL ORGANIZATION.

IT was a fitting preamble to the Peace Jubilee week celebrated at the Omaha Exposition, October 8, 9, 10, the three days set apart for the Congress of Mothers, and they were days of earnest, inspirational experiences to all interested in educational and social movements.

The following officers of the National Congress of Mothers participated in the daily sessions: Mrs. I. W. Birney, of Washington, D. C., president and author of the congress; Mrs. Vesta Cassedy, Washington, corresponding secretary; Mrs. Sallie S. Cotton, of Falkland, N. C., recording secretary; Mrs. Mary H. Weeks, Kansas City, auditor.

The Washington party also included Miss Moten, principal of the Normal Training School for Colored Women, and Miss Lockwood, of literary fame. The party was met in Chicago in the North-Western Railroad station by the following delegation from Chicago: Mrs. Kate V. McMullen, of the Evanston Woman's Club; Miss Frances Newton, of the Chicago Kindergarten Institute, and Miss Amalie Hofer. The party was welcomed the following morning in Omaha by Mrs. Frances Ford, of the Bureau of Education of the Trans-Mississippi Exposition, and Mrs. Harriet Wilcox Heller, chairman of the local committee. Every comfort, consideration, and privilege were offered to the Mothers' Congress representatives as guests of the Trans-Mississippi Exposition. The editor made an early visit to the exposi-

tion grounds, or better, to the "white city," and heard Mr. Chauncey Depew make his eloquently patronizing speech, which mingled campaign politics with personal opinions and satire. With the rest we cheered his facetiousness and cleverness as rare exhibits to be looked upon by the passing multitude, and then we went back to our modest mothers' council, and gave thanks that there was a market in which personal sincerity and personal ideals were in demand. Who knows but that the earnest, sympathetic appeals made by the fragile woman president of the "baby" congress may not add as much to the spiritual resources of "our glorious West" as the railroad magnates are reckoned to contribute to the commercial and financial increase?

The Trans-Mississippi Exposition gave into the charge of the women of Omaha all interests of an educational nature, including the exhibits of schools, the conducting of the congresses, and the care of the boys and girls' building. The latter was built largely by the contributions of school children. The congresses have been conducted by Mrs. Frances Ford, an able, representative Omaha woman, whose personal interest in the claims of the "educational committee" has made the impossible possible. She is a mother, a professional musician, a literary worker, an active woman's club participant, and above all else a humanitarian socialist. Her lieutenant in the Mothers' Congress was Mrs. Heller, who was sent to attend the national congress held in Washington last spring, and there invite the national officers to hold a semiannual session at Omaha.

The First Congregational Church of Omaha, which is also used by the Woman's Club for its regular meetings, was thrown open for the congress purposes, and Saturday afternoon of October 8 found a goodly company of women citizens, to hear the addresses of welcome and responses by the national officers and guests. An informal but warm-hearted reception followed. Sunday afternoon was set aside for a public mass meeting. The church was well filled with representative people when Rev. Hubert C. Herring, formerly of Chicago, opened the devotional exercises.

Mrs. Birney made the opening address, outlining the plans, purposes, and necessity of the Mothers' Congress. She told how even four years ago she herself, as a Southern woman, knew only one book on education. This chanced to be Spencer's. She told of the increased opportunities of young mothers today, asking all mothers of children present, who were consciously studying how to rear their children, and who had read one or two books on the subject, to rise. About seventy-five rose from the audience of four hundred. Mrs. Birney then asked all who believed that the chief business of society to be the right rearing of children to rise. All but a few rose promptly. She expressed the hope that the next congress would be called a parents' congress, because it should be a citizen's movement, and include fathers as well. That the mother love throughout the country has been aroused the letters she has received clearly indicated. While the world acknowledges its obligation to children it should make greater sacrifices. Though millions recognize the work and worth of the congress many mothers object to it on the ground that it takes them from their children and interferes with their care of them; yet they never allowed their children to interfere with a morning's shopping tour, nor criticised those who spent hours at a time at the sewing machines, or at euchre or whist clubs, leaving their children to their own devices. These mothers often belong to ten or twelve different clubs, yet they had not any time to give to the Mothers' Congress. And then she told of the practical results of the congress. More day nurseries have been established where children can be left and be cared for; free kindergartens enable poor mothers to have their children instructed intelligently before they are of age to go to school; but the greatest work of the congress has been in starting clubs among the ignorant and illiterate mothers to teach them how to bring up their children. Mrs. Birney ended her remarks with a glowing tribute to the spiritual mothers, the kindergarten teachers, and a plea for a national training school for women.

Mrs. Birney's sincerity and womanliness, and straight-

forward urging of her convictions in this mother's work stirred every heart to a corresponding earnestness of interest. During her address the editor became re-converted to the work as represented by its first president.

As the next speaker it was our privilege to offer to mothers' clubs the following practical line of procedure, namely, to have child-nurture introduced as a special study into all public high schools, seminaries, and academies, in order that all might have a general knowledge of this important social science, as they now have of hygiene or botany. We made an emphatic distinction between "child-study" and "*the study of child-nurture*," the latter being the subject-matter of consequence to future mothers, fathers, and teachers. We also urged that similar subject-matter be studied in the public normal schools of our country, where ninety thousand men and women are trained for teachers annually.

The next speaker was Miss Frances Newton, of the Chicago Kindergarten Institute, who was introduced as one of the "god-mothers" of the Mothers' Congress as a national movement. Miss Newton made a touching and well-charged plea for more general respect for the unmarried, or childless woman, as an educational factor, especially referring to the professional kindergartner.

She said that people oftentimes asked what business kindergartners had in a mothers' congress, and to them she always replied that the fundamental principles of the being of their children was as interesting to her as to them, for by daily contact with the children she had come to learn the mother's love and duties; for while the mother is interested only in the phase of the problem as shown in her child, the kindergarten teacher often had fifty or a hundred such problems.

As indicative of her profession's right to consult and advise with mothers, Miss Newton called attention to the readiness with which parents follow the advice of specialists in anatomy or physiology. The parent does not stop to ask by what right such give advice. There are moral defects in

children or tendencies to moral or mental weakness, which also call for specialists, for expert students, and the kindergartner is one of these. The kindergartner has something worth while to give you in your child culturing; let her give it without fear of rebuke from the parent.

Mrs. Harriet Heller, of Omaha, spoke to her own people, who know and honor her capabilities as an educator, of the "Value of the First Three Years of Children's Education." She said that in the struggle for more perfect after-lives parents were throwing away precious baby years as of no consequence. The care before they are of age to go to school is most important. The first three years is devoted to the physical development of the child, which is now almost perfectly understood. The second and third years should be devoted to the spiritual development of the child. If this is done all the many heartaches may be spared the mother, and when the child is ready to go to school there is less danger of its perversion than if it is left to worry along from the period when it is physically strong to the spanking age. Mrs. Heller spoke strongly against the custom of scaring or worrying the child in this later stage, and hoped that ere long mothers would be as fully able to guide their children through this second stage as through the first. Mrs. Heller gave an incident from the exposition which was full of suggestion. A motherly old lady visited the baby incubator exhibit and walked all about several times deeply interested. As she came out she remarked: "I don't generally take to new-fangled notions, but those ovens seem to work pretty well, and I don't know but it's a heap sight easier to put the warm around babies this way than to pack them in cotton and put them around the stove."

Mrs. W. P. Harford, of Omaha, as president of the Bureau of Education of the exposition, extended a hearty greeting to the visitors on behalf of the bureau, and expressed the gratitude of the women that a session of the Mothers' Congress should be held in the West, and should be attended by so many of the national officers. The great importance of the work of the congress was referred to most eloquently

by Mrs. Harford, and she expressed great satisfaction that the fathers, as well as the mothers, are included in the scope of its work. She predicted that the Bureau of Education will reap a rich harvest from the results of this gathering after the material portion of the exposition shall have passed away. Her address was spirited and full of good will to all workers in the common movement of making children and parents "better acquainted."

HOW TO ORGANIZE CLUBS.

Mrs. Mary H. Weeks, of Kansas City, Mo., auditor of the National Congress of Mothers, conducted the Monday morning conference with enthusiasm and profit. Mrs. Weeks spoke from her own experience in organizing and maintaining the Mothers' Union of Kansas City, the success of which is and always has been largely due to the coöperation of kindergartners. The Kansas City Union is open once a week to any and all who may wish to attend. The meetings are held in a central public school building, and last just one hour. There is no attempt made to secure a regular membership, and the yearly fee of fifty cents is optional. The subjects are announced in the daily papers, and the audience varies according to the interest in the topic or speaker. The speakers are volunteers, and from all classes, handling a large variety of subjects, but all of value to parents. The mothers are invited to bring the babies if necessary, and a kindergartner is engaged to care for them for the hour of meeting in the same building.

In organizing the clubs Mrs. Weeks urged that they be not organized under the auspices of any church, or sect, nor to have the meetings in any church, but that they be strictly nonpartisan, and held in schoolhouses as far as possible. As few officers as possible are elected, and formal constitutions or by-laws are cast to the winds. There should be one woman who can devote her time to the union to look out for the machinery of the club. Mrs. Weeks has found that the best way to get diffident mothers to talk is to ask them to give résumés of certain magazine articles relative to chil-

dren. Then other mothers are asked to read the same articles and thus be able to discuss the questions intelligently. In large cities where there are many clubs it helps the mothers to have occasional united meetings.

As a direct result of the united action of the Kansas City Union impure milk was banished from that city. Lincoln, Neb., reported the institution of the curfew bell and its success through the action of the ward mothers' meetings. It was recommended that a union mass meeting of all the ward clubs would be a public benefit. Mrs. Weeks said that the ringing of the curfew was good, because it reminded careless or inefficient parents that there was a public sentiment which cared how they reared their children. A representative from Newark, N. J., told of the mothers' meeting conducted there by the public teachers, one in each ward. Detroit was also reported to have an extensive organization, one result being the decrease of contagious diseases among school children. Clinton, Iowa, was represented by Miss Estabrook, a primary teacher of that city, sent as a delegate by the ward mothers' club. Mrs. Birney reported the work of two small clubs of Chevy Chase, Md., her own home. Mrs. McMullen, of Evanston, told of the practical work of the Child-study Department of the woman's club of that city, which coöperated in the most practical way with the public teachers, many of whom were active members. She put the question: Are our teachers more interested in the development of our children than parents themselves? One told of the club scrapbook, for which the members were constantly on the outlook, each bringing something to each meeting for discussion by the club, which then voted whether it was good enough to preserve. One librarian reported that a special "mothers' library" had been added to the regular city library, the list of these books being printed on the program of the club. One of the best results of a mothers' club should be the planting of a permanent kindergarten in the public schools of the community. Some people object to the discussion of what they call "theories" at the club meetings. Mrs. Weeks said: "We are not afraid of

theories. We believe in ideals even if they go close to the sun! they set some one to thinking."

Children's "Vain Imaginings" was discussed in the most animated way by all present, and then Mrs. Birney closed the meeting, using the morning's profitable conferences as an illustration of the great benefit these meetings were to all mothers, and urged that weekly meetings be held here in Omaha, and over all the world, for the consideration of these all-important questions.

A poll of the states represented showed that mothers were present from the states of Nebraska, Colorado, Iowa, Missouri, Illinois, New York, New Jersey, California, North Carolina, Washington, D. C. Mrs. Cotton, the recording secretary, read letters which Mrs. Birney has received from Tokio, Japan; Burmah, India, and Rio Janeiro, Brazil, asking for reports of the congress and telling of the home life and work of the native mothers.

THREE IMPORTANT ADDRESSES.

Dr. Moten, of the Colored Normal School of Washington, D. C., gave a thrilling account of the work of the Colored Woman's League of that city, paying a generous tribute to the work of its president, Mrs. Anna Murray. She stated that the chief work of the league had been the establishing of public kindergartens in the city, also of providing the kindergarten training to colored women, under the direction of Mrs. Pollock. "This department was a great necessity on account of the dearth of colored young women properly fitted for the work.

From the moment we commenced our work we began to plead with our municipal authorities for its introduction as a part of our public school system. After two appeals we have at last secured an appropriation from Congress, and fifteen such schools (white and colored) are now in active operation. The success of the work accomplished by the Washington league, as spread abroad by the colored press, has aroused a genuine interest in the hearts of our women and teachers throughout the South. Thus the kindergarten offers a solution of the most vexing question the American people have had and still have to deal with—the full and

free salvation of the Afro-American. If followed to its full aim it will determine the God-given capacity of the race, but more than all, it will determine man's relation to man and supply to our home the wise and spiritual mother, which by reason of our inheritance and environment no one can reasonably expect us to have.

Miss Moten is an attractive woman, of culture and rounded character. It is by no means a common sight to our western eyes to see the representative of the colored race on the same platform, in close coöperation with representative southern women, as was the case at this meeting of the National Congress of Mothers, which, in the words of the president, knows no distinctions of race, color, class or sex.

TWO SIDES OF THE ROSE HEDGE.

Mrs. Vesta Cassedy, principal of the National Park Seminary, of Washington, presented a paper on the "Mother and Teacher," which was received with marked enthusiasm and approval by a large audience. Mrs. Cassedy convinced her audience that she knew whereof she spoke, and charmed them by her altogether attractive womanliness. The following outline of her address can only indicate the direction of her crystal-clear arguments:

The mother and teacher are simply living on opposite sides of a hedge, and it is necessary for some one to push aside the branches and reveal them to each other, and they will clasp hands and live happy ever after. Each has taken her material from nature and has rendered account to it, but not to the other. The magnitude of the work of each has sunk the worker.

The differentiation between the mother and the teacher began way back in the girlhood days, when she was compelled or permitted to stop all intellectual training at sixteen, or possibly seventeen, because she didn't have to teach, but was going to marry and become the mother of children. The teacher, on the other hand, pursued her way through four or five years more of mental unfoldment of broadening culture, full, free expansive life, and in the exercise of her profession has continued to develop by reflex influence from the world of letters and of life in which she lives. Each, then, so differently trained, has magnified the means of her own training and minimized that of the other.

The mother has not asked or expected or admitted the material aid of the teacher in dictating the training or final destiny of her children. So, many a conscientious, earnest teacher, who has interpreted her profession to mean man-making or woman-making, who has slaved for her brain children, has lived for them, has all but died for them in the cause of their perfect equipment for successful living, when the supreme moment came, when the crucial decision was to be made as to the final destiny of the boy or girl, has found herself excluded from the family council, her suggestions resented or ignored, her pleadings of no avail. She has to stand helpless while the mother has asserted her right to guide her children, to ruin her children if she pleases, and as she pleases. Thus it comes to pass that the teacher in school has been busy teaching laws which the mother at home has been busy violating. If we are to have coöperation between the mother and the teacher the mother must accompany her child not only to but through the school-room door. She must understand the aims of the teacher, the principles of mental and moral unfoldment. She must know the reasons for pursuing certain methods, for certain purposes, for certain prohibitions. Such knowledge comes not by instinct, but by intelligent and educated insight. And so there can be no coöperation between teacher and mother until the general conflict with ignorance is abandoned and the encounter becomes hand to hand; until the teacher becomes as individualistic in her methods as the mother is individualistic in her interests. There will be no coöperation between mother and teacher till there is unity of aim, till the teacher ceases to scorn the utilitarian phase of culture and the mother ceases to demand it alone as the end of culture.

The third important paper was presented at the large evening meeting which closed the congress by Mrs. Sallie Cotton, whose self-appointed work is that of pushing the claims for a "National Training School for Women." Mrs. Cotton is a warm-hearted, experienced mother, with all the vivacious enthusiasm of a young woman; she is the mistress of a southern plantation home, and her hospitality to all broad and innovating movements suggests a liberality and generosity resultant from doors that are habitually open. Mrs. Cotton was a member of the Lady Board of Managers of the Columbian Exposition. We reprint her statement of

what woman should be taught in the proposed National Training School, which is an assured possibility, as all would own who sat under Mrs. Cotton's earnest appeal:

In this school woman should be taught the highest domestic science in all its diversities. She should be taught applied chemistry because the nutrition of the nation is her charge. She should be taught sanitation, disinfection, and the prevention and care of all diseases, because it is to her arms all the nation returns in sickness and death. She should be taught the care of infants and their foods, the application of science to all departments of household labor, and the mysteries and possibilities of heredity. Woman has not been exempt from the duties exacted of other citizens, yet she has been overlooked in the distribution of educational benefits. The necessity for proper training in order to secure the best results is recognized in every line of endeavor, and the making of homes and the training of children are not exceptions. The elevation of domestic science to its proper place among the other sciences will do much to dispel poverty, drudgery, and disease. Would it not be well to regard woman as the real guardian of the public health and teach her whatever is necessary to the proper and safe performance of these duties? A government which recognizes the majesty of a free people should seriously consider all the means which tend to benefit their people in body, mind, or morals. Hence this national training school, which shall lead our women onward toward a scientific motherhood, becomes the duty of the government. What grander offering can we add to the grandeurs of the twentieth century than an effort to improve our race?

The Omaha special session of the Mothers' Congress has brought the women of the East and West and South closer together, as is shown by the fact that the officers of the national organization are urged to be the guests of the West "indefinitely." They are visiting Chicago, St. Louis, and other cities before returning to Washington, leaving in their wake a stronger conviction and a warmer sense of coöperation for all that concerns motherhood and childhood. May this burning of the mother-heart blossom into study circles, and consecrated reading unions, and organized provision for the better care of young children wherever these may be waiting for such care.

SOME SUMMER JOURNEYINGS.

TARRYAWHILE, THE HOME OF GEORGE W. CABLE—SCOTLAND—MISS HUGHES OF CAMBRIDGE—MARY SHELDON BARNES—WASHINGTON'S ANCESTRY.

MARY E. BURT.

TARRYAWHILE, Northampton, }
September 19, 1898. }

It was my intention to write a birthday letter to the KINDERGARTEN MAGAZINE some weeks ago, for this brave little child of a noble cause deserves congratulation if ever a magazine did. My poor eyes refused to serve me for awhile, and the hurry and skurry of travel prevented me later on. But now I have come to the most secluded and quiet of nooks from which to send greetings.

The yellow leaves are fluttering in the air, and the gay butterflies are on their frolics. Who would not feel like writing in this dreamy "Dryad's Green?" It is said that Jenny Lind was the first to give the name "Paradise," to the woods and stream just back of the house. The pines stand a hundred feet high, straight and proud; the brook has a slow current—it dreams along, singing only a little. The birches stand white and delicate, like a bare-armed girl.

There is the genius of the place working away at Lucy's boat. He is trying to invent a way of running it down the steep embankment to the river. Willie is there with his crowd of little boys, and Dorothea helps to make the scene lively. This is the home of the author of "Old Creole Days." What a book he could make if he would tell of some of the "Good Times in Paradise!"

I promised, long ago, to tell you of some of my wanderings in England and Scotland. Last year Miss Octavia Williams Bates, of Detroit, was my traveling companion, and we went to Stirling, Scotland, to spend the summer. We found rooms close to the castle, with the Ochil Hills, Abbey Craig (surmounted by Wallace's monument), the

whole valley of the Forth, the field of Bannockburn, spread out before us in their glory. Here we located, I to prepare a revise of "Odysseus" for publication and Miss Bates to explore the regions about. She kept me in a constant mood of cheerful expectancy as she sallied off every morning on a trip of some sort—a coaching expedition, a visit to some castle or palace, an excursion to some battleground or mountain, and come back to me every evening with the news, "This has been the greatest day of my life." Then, while dining together, she recounted the incidents of the day. A walk in the long twilight, and a little reading in the evening, and the great day was done.

Miss Bates, being a graduate of Ann Arbor University both from the classical and law departments, was an object of curiosity as well as of admiration among the scholarly people we were constantly meeting, who loved to discuss with her the differences between judicial proceedings in the United States and Scotland. This gave a legal flavor to our visit which was decidedly spicy. Added to it came a pleasant surprise. We found that we were in the home of John Halliday, an old Scotch poet who, although over eighty years of age, was an expert "at the curlin," and a famous fisherman. He caught a splendid salmon for us from the Forth, and often played for us on the bagpipe.

When June came again this year, I found my Lady Octavia ready once more to cross the deep with me, and we soon found ourselves at Lake Menteith, the home of the Graeme's or Grahams, the much-disputed earldom. It is the most serenely beautiful spot in Scotland. The entire lake would not measure four square miles. It is like a vast mirror with a few small rowboats and many ducks and geese floating on its smooth surface, which reflects the gulls flying over it. There are two islands in it, Inch-ma-home, where Mary, Queen of Scots, lived as a girl, and Tulla, where the "last of the earls" had his castle. The ruins on both islands are superb. As we were crossing the lake a fisherman came up who had caught a pike two feet long which he gave us for our breakfast.

We spent a week in Cambridge, a part of the time with Miss Hughes of the College for the Training of Teachers. There are about one hundred and fifty young women in this college, and a more responsive, enthusiastic class of girls it would be hard to find. Miss Hughes has a most happy temperament. She surrounds her young ladies with a gentle and a genteel atmosphere. They are happy and at home in her presence. She gets the best out of everyone who comes that way for her pupils, extracting honey, like the bee, from any honey-producing factor that comes her way, but never for self. Her drawing room is a center where clever and learned people delight to assemble, and her pupils constantly share the conversation. Professor Schechter, the celebrated Hebrew scholar who has made the most notable collection of ancient Hebrew manuscripts of recent discovery, is one of the frequent guests. The professor had often puzzled over the meaning of a certain Hebrew word. He found in a child's copy-book in this queer collection the word and its definition several times repeated. Professor Schechter took us over to Kings' College to see the debris, as Miss Hughes calls it. It takes an immense room to hold it, and the professor reckons that the young students of Hebrew in the university will be occupied twelve years in making it out.

This summer Miss Bates and I made Montpelier Square, London, our headquarters. I was pleased to secure Eugene Field's old study as my lodging-room, and pleased to find Mary Sheldon Barnes in London, as well as the Waldsteins, and other Americans. George W. Cable came up one evening on his return from Skibo Castle in Scotland. "Is this Gene's old study?" he exclaimed. The good lady who keeps the house followed him up. She is a dear little brown-eyed mite of a woman. She wanted to show him everything "Gene" had ever touched, the same table, the same lamp, the same chairs, the same everything. "He liked to push his table *so* when he wrote. He put up that hook for his boys to hang their hats on. I'd not let it come down for the world."

We spent an evening with Prof. Earl Barnes and his wife—that truest-hearted of writers of school-books of history. A professor from the Northwestern University called. He was on his way to America. “Tell them that I am well,” she said. “Tell them that you never saw me so robust.” She laughed bravely. A month from that time came the sad news of her death. I think I never heard a sweeter speaking voice, and her interest in her work to the very last was touching. The professor carried her in his arms as if she had been a child whenever they were invited where stairways barred the pleasure of her going.

One of our greatest pleasures in London was reading “*The Subconscious Self*,” that notable book that has placed its author among the leaders of psychological research. The mother of the writer came, generously bringing me the copy her son had given her. “Now, Mamma, you ought to know better than to give away the book I give you,” he says, laughing, and the kind old lady, being worried a little for fear he is a trifle too brusque, explains that those “children” of hers (gray-haired men now) are the best “children” in the world, though they seem gruff, and the author graciously puts his name in the book, chuckling over her apologies.

One of the most interesting trips we made was that taken by the pilgrims to the shrine of Thomas á Becket long, long ago. Between London and Canterbury the fields were green with hops and red with poppies. Canterbury is a quaint old town sixty-two miles southeast of London. Now that people have wheels, and can fly with them over the ground, pilgrimages to Canterbury are more frequent. The pavement is worn with the treading of the pilgrims of old, there is a well-defined line around the ancient shrine, and we instinctively “*toe the mark*.” The Isle of Wight held much of interest. How clearly and truly it interprets Tennyson, the interpreter of the stately. Freshwater Bay, at the extreme southwestern part of the island, has a coast of charming beauty. The white chalk cliffs, five hundred feet high, run down to meet the blue sea and slope inland down to

long, fertile fields. Wheat and oats, daisies and poppies everywhere, and numberless roses. I picked up a large white stone and brought it home with me. I can see no difference between it and the chalk we use on blackboards. Albion is the land of chalk. No wonder so many English men have made a great mark.

One of our "greatest days" was given to the study of Sulgrave, an English town—eight miles from the nearest railroad station. Sulgrave was the ancestral home of the Washington family, and the stars and stripes are still to be seen in the stone carving over the door. The country all about Sulgrave is full of traditions of Cromwell and his efforts to establish a republic. The houses are well built. One might expect a Washington to be the product of such scenes and such traditions. The international Council of Women met in London early in July. Parliament was in session and Lord Roseberry was pushing the Anglo-American alliance movement. Each day my traveling companion came in with a new verdict that it was the "greatest of all days." She had been appointed a delegate to the International Council, but her appointment had gone astray. Wishing to see some of her friends, she went up to the council, entering the room just in time to give the casting vote on one of the most important questions of the whole session. That night the lost appointment came to hand. These contradictions of fate are sometimes very amusing.

I cannot praise too much the cleanliness and good service and moral tone of the little steamer Rhyneland of the American-Belgian line that brought us home. Such perfect housekeeping, such clean floors, such a good supply of clean linen. I wrote four entire lectures for a summer institute of teachers on the trip across the water, the purser having given me extra accommodations so that I could push my work through. I dream of inventing a writing desk for a ship's deck that shall have an awning over it; a desk that shall screw to the deck and be lashed to the hand-rails and stand all kinds of weather, for there is no place like the sea for work. I love the face of the earth—the great wide

world with its expanses of sea and heavens, its prairies and forests. What a pity it is that anyone must be mewed up in a city when there is so much room—room—in the open air!

Tarryawhile is a roomy house. I love to stay here. It is full of great, large roomy hearts. Tarryawhile is a beautiful name for such a home; a fitting name, but I must say good-bye, for the hour draws on when I must go back to the city.

THE FLYING SQUIRREL.

OF all the woodland creatures,
 The quaintest little sprite
 Is the dainty flying squirrel
 In vest of shining white;
 In coat of silver gray,
 And vest of shining white.
 His furry quaker jacket
 Is trimmed with stripe of black;
 A furry plume to match it
 Is curling o'er his back;
 New curved with every motion,
 His plume curls o'er his back.
 No little newborn baby
 Has pinker feet than he;
 Each tiny toe is cushioned
 With velvet cushions three;
 Three wee, pink, velvet cushions,
 Almost too small to see.
 Who said, "The foot of baby
 Might tempt an angel's kiss"?
 I know a score of schoolboys
 Who put their lips to this—
 This wee foot of the squirrel,
 And left a loving kiss.
 Gnaw on, my elfish rodent!
 Lay all the sages low!
 My pretty lace and ribbons,
 They're yours for weal or woe.
 My pocket-book's in tatters
 Because you like it so.

—*Mary E. Burt.*

THAT LAST WAIF, OR SOCIAL QUARANTINE REVIEWS OF THE NEW BOOK BY

MARTHA REED SPAULDING AND MARY J. B. WYLIE.

THE mail brings this week the author's advance copy of "That Last Waif, or Social Quarantine." The book is sure to be helpful to a large class of people who are waiting to be aroused to the needs of unfortunate children. It is most stimulating reading and suggestive to all social workers, making one feel more and more the great importance of commencing social reform at the right end.

One cannot but feel that many children go astray whose parents are not always criminals, because the first impressions and influences of school days are irksome and not attractive. Their hands are left in idleness while the forming, active little brains are pushed steadily forward along lines wholly lacking in interest to street children.

Manual training in its first steps is taught in the kindergarten in clay modeling, slat weaving, and free-hand cutting. The little Italian child's eyes grow bright with inventive genius when a lump of pliable clay is put into his hand, and some form of life, lying suggestively near him, presents itself for a copy. There is something radically wrong in the environment of a child when the word criminal must be associated with him. It is only in few instances that the word criminal can be appropriately applied to a child. You can easily make him one by association and suggestion, but our faith will not allow us to believe he is born one.

If Social Quarantine can arouse public sentiment to the awful possibilities which lie in wait for the children of the street and of wretched homes, then an enlightened conscience will cast about for some remedy. One of these remedies lies in the kindergarten, because it is the first step in education. It is the first good influence that comes into the child's life if the home offers nothing helpful. The years from three to seven are the most plastic, and is anything too important considering that fact and dealing with it? We do not claim that three years or less of kindergarten development and influence can do all for the growing boy and girl. It will not wholly save him from future harm

and temptation. That would be asking too much of human nature and discounting too greatly the after influences. A child comes from the kindergarten fresh from a study of nature, forms of life and beauty, and a dawning consciousness of his own small being and the part he is to play in the struggle for existence. Here is a dangerous period which is not always met in our system of educating the young. Can social quarantine meet this need for children? The kindergarten has awakened their interest in the great world around them, and it is a blessed awakening. Their minds and bodies have been trained to observation and action, and it has all been *directed* action as well as play—the growth of a healthy mind, and a natural overflow of animal spirits. What can be done to give them a feeling of coöperation with their playmates and with their home and school life? These children will soon become members of a great human society, and help to swell every year our army of unemployed before many of them are old enough to work. Let the first steps in preparation for their struggle with life be in the free, wholesome, happy kindergarten. Teach them there to use their hands skillfully; develop any latent talent you may discover in them. Teach them the rights they owe themselves and the justice they owe one another. Next to the kindergarten and its character-developing period comes the after school life of the child, limited in many cases to the grammar grades. If four, six, or eight years of this time of a child's life was spent in school and happily, profitably spent, the vagrant child, the children who feed our reformatories, would rapidly decrease.

One way to hold this class of children is through manual training. Because it is placed too high up in the school system only about ten per cent of the children attending public school ever receive its benefits. In the report for the Elmira Reformatory we read: "If it be that the advantages for manual training are stinted, the boy is handicapped when he goes out into the world. His institutional life has in a measure rendered him dependent and unfamiliar with the activities of the world. His previous experience has to a greater or less degree imbued him with the anti-social idea that the world 'owes him a living.'" If this is true of children in our institutions it is to a degree true of children shut up for eight or ten years in public schools, where the wealth of literature, history, and art is given them so freely, and no defensive weapons given them to face the world's battles.

Let the kindergartners and the primary and grammar grades of our public schools be our "social quarantine," and then we shall have a large army of children at the ages of fourteen and sixteen confronting us, fully equipped for some special line of work. The danger period will have been safely bridged. It is our duty to send them out into the world, with hands trained as well as minds and bodies, and, deeper and more vital, their characters and moral sensibilities strengthened and ennobled. We know that in our own lives these traits have been nurtured and purified by the family hearthstone.

What can make up to them the loss of this?

Let us apply our Christianity, which means in the broadest sense our social obligation to these children of a common humanity in leavening their lives.

It will be a wise economy for the future, though the present expenditure may be greater. Phillips Brooks once said: "He who helps a child helps humanity with a distinctness, with an immediateness which no other help given to human creatures in any *other* stage of their human life can possibly give again."

"Close your eyes and see pictures," were the words of a great artist. Fortunately the tendency of America in the last years of the nineteenth century is to open our eyes and see pictures all about us. Surely Mr. Fletcher has flashed before us a picture of "That Last Waif."

SOME PRACTICAL CONSIDERATIONS.

I have read with intense interest the advance copy of "The Last Waif, or Social Quarantine," by Horace Fletcher. I think that the book and its aim cannot be too highly commended.

The kindergartners who have had experience with the little ones gathered from abodes where dwell careless, untrained, ignorant, and arrogant members of the community, living a merely animal life, knowing that Mr. Fletcher's statements are not overdrawn, of the risks we run in leaving helpless infancy to swell the classes of dangerous citizens. Yes, they have the privileges of the franchises, and these privileges may be exercised against the peace and order of the community, through the influence of prejudice, cunning, rascality, or boastful conceit.

Can anyone in a civilized country doubt that it is the *right* of innocent, helpless infancy to an education that will develop the smiling infant, the obedient child, the truth-living citizen, honest in his dealings with his neighbors and

learning the value of self-respect in a virtuous home, though it should consist of only two clean rooms?

Can anyone doubt that it is the duty of those who, by the grace of God, are blessed with talents, or money, or time, to help unfortunate infancy to its rights in the issues of life?

The great bulk of people who live in poverty, squalor, and overcrowding, have hardened susceptibilities and coarseness of feeling, but for how much or how little of these, or for their vices and crimes are they themselves responsible? Before we blame we should first try to realize the circumstances under which these creatures exist. Under similar circumstances could we be better than they?

We must not measure the conduct of the people of the lowest social strata by that of people in more favorable conditions of life, but by the way they treat each other. It is not so horrifying when thus viewed.

If we wish to prevent the permanent production of so undesirable a class of parasites, we must give those of them who yearn for the opportunity of doing better a fair chance, by kind, thoughtful people coming in personal contact with them, and doing for them what they cannot do for themselves until the germs of higher feelings are developed enough to keep the lower impulses in subordination, and industrial habits are formed.

But what shall be done for those who are so debased as to prefer the brutalizing life where bad air, bad food, and bad drink are concomitants of the hovels where decency is unknown, and where innocent babes are born in appalling numbers?

Adopt Mr. Fletcher's plan of strict quarantine for the innocents, where the kindergarten influence and gentle training, urged by Froebel, may overcome the moral starvation from which they suffer, and develop in them human potentialities for goodness. Froebel's system of education ought to be continued with such children until they are rightly equipped for self-government, self-support, and for the various duties of good citizenship.

For the further protection of the State it seems to me that there should be, too, a strict separation of the sexes in a quarantine for irreclaimable adults, to prevent them sending forth a stream of evils having far-reaching, noisome results.

The steady, gentle influence of the kindergarten in a partial quarantine of waifs in our large cities has resulted in saving ninety-eight per cent of the children who were brought

under its purifying care. With that fact before us, can we doubt that Mr. Fletcher's plan, if adopted, will save the last waif?

The wasted spaces of our closed week-day church Sunday-school rooms and parlors, can furnish ample rooms for the proposed kindergartens. The wasted forces, in unsatisfying demands of society, of our refined, educated young churchwomen, can provide the working power to keep the kindergartens in healthful order. And a very small fraction of money wasted on selfish superfluities, if saved, would yield a revenue sufficient to carry salvation to the last waif within the time prognosticated by Mr. Fletcher. The saving of the last waif is a work in which all good people can stand shoulder to shoulder and work together. The book ought to have a large sale, for its contents are of interest to all classes of readers.

THE DAWN OF PEACE.

PUT off, put off your mail, oh kings,
And beat your brands to dust!
Your hands must learn a surer grasp,
Your hearts a better trust.
Oh, bend aback the lance's point,
And break the helmet-bar;
A noise is in the morning wind,
But not the note of war.
Upon the grassy mountain paths
The glittering hosts increase;
They come! They come! How fair their feet!
They come who publish peace.
And victory, fair victory,
Our enemies are ours!
For all the clouds are clasped in light,
And all the earth with flowers.
Aye, still depressed and dim with dew;
But wait a little while,
And with the radiant, deathless rose
The wilderness shall smile.
And every tender, living thing
Shall feed by streams of rest;
Nor lambs shall from the flock be lost,
Nor nursling from the nest.

—John Ruskin.

FROEBEL VS. HERBART IN AMERICAN EDUCATION.

NINA C. VANDEWALKER, MILWAUKEE STATE NORMAL SCHOOL.

THE growing insight into the principles of Froebel's educational doctrine on the part of American educators is of vital interest to every kindergartner. In furthering that insight Miss Blow's address at the Philadelphia meeting of the I. K. U. was timely and appropriate, since it served to bring the fundamental principles of Froebel into forcible contrast with those of Herbart. Commenting on the alleged Herbartian tendencies among kindergartners, Miss Law, in the June number of the *Kindergarten Review*, called attention to the relatively greater familiarity of American teachers with the principles of Herbart than with those of Froebel, and to the additional fact that the chairs of pedagogy in German universities are practically chairs for the propagation of Herbartian principles, while the principles of Froebel are taught in none of them.

The causes for this honor in which Germany holds Herbart while neglecting Froebel are too complex to enter upon in the limits of one article; the reasons for the better acquaintance of American teachers with the first than with the second demand some consideration. It is but little more than a quarter of a century since either became known in this country, and Froebel can without doubt claim the priority in that acquaintance. Considering the close relation between his doctrines and the principles and traditions of the American people, how is it that these principles are not recognized and understood by the leaders of American educational thought and practice? The recognition of the self-active individual, for which Froebel stands, is the dominating note in modern civilization, and one which is profoundly influencing modern education. Whether recognized

or not, Froebel is in complete harmony with the thought of the time at all points and at its highest levels. To what is the non-recognition of that fact to be ascribed?

The mode in which a new influence is exerted has frequently much to do with its recognition and acceptance. The channel through which it comes, the directness or indirectness with which it operates, and the methods whereby it is disseminated may seem accidents, but apparent accidents frequently accelerate or retard true progress. It is such minor considerations as these that have contributed to the conditions above stated. When Froebel was first brought to the notice of the American people it was not as the educational leader of a quarter of a century, but as the originator of a new institution—the kindergarten. The value of the institution, with its emphasis on the little child, was soon recognized. Its technique became the object of study, and its philosophy likewise, largely with reference to that technique. Its interpretation of true motherhood, its insight into childhood and its needs, and its emphasis upon the child's spiritual nature, have all contributed to make the kindergarten a new and vital influence in American life, an influence entirely unlike anything heretofore known in education. As mothers began to study the nature and needs of their children the school caught the contagion, and an educational awakening followed. But in all this it was the kindergarten as an institution, and its principles as applied to little children that were emphasized, and as the founder of that institution Froebel received his meed of praise. But this emphasis on his educational principles as applied to early childhood has seemed to place the sphere of his influence outside of the school, and to obscure the application of those principles to educational procedure in general.

Herbart's introduction to the educational public of America was of quite a different character. With the awakening of activity in the field of higher education came the exodus of American students to the German universities. German pedagogy meant a study of Herbart, with his new ideals and methods, illustrated by the work in the German schools.

That these new aims and methods should quickly find their way into American schools, and find at least a partial acceptance among American teachers, was but the natural consequence, considering how many of the leaders in American education have studied abroad. The knowledge of Froebel came to the educational public through the kindergarten; the acquaintance with Herbart came directly or indirectly from the pedagogy of the German university. The influence of Froebel was indirect, and but little application of its principles has been made, even yet, to general education. The influence of Herbart was direct, and directed by men of the highest training the country affords. In spreading a knowledge of the one, the form and technique of an institution were emphasized. In the extension of the principles of the other, principles and their application were kept uppermost. When fully considered, the occasion for surprise is not that Herbart should be so well known, but rather that the principles of Froebel with reference to general education should be so widely recognized and accorded so general an approval and acceptance.

But this paper is intended to be practical rather than theoretical. It might be desirable, as Miss Law suggests, to establish a chair of Froebellian pedagogy in some leading university. It would be better to establish chairs of general pedagogy in which Froebellian doctrines would be recognized and taught fairly and impartially, side by side with those of Herbart, both being considered in the light of modern psychology and philosophy. But the interpretation and extension of Froebellian doctrines will doubtless remain in the hands of kindergartners for some time to come. Is it not time that the general educational significance of those doctrines receive a larger share of attention? The elucidation of the principles of the kindergarten with reference to the kindergarten itself cannot yet be dispensed with, but an emphasis upon the general principles it embodies would secure that end indirectly, and at the same time achieve other and larger purposes which the times demand. Amid the other lines of kindergarten activity—the multiplication

of kindergartens, their introduction into the school system, the holding of mothers' meetings—room must be found for this, yes, more, it is the line that for a time at least should receive the emphasis.

The necessity for emphasizing the principles of the kindergarten in their application to education in general is apparent for several reasons, the first of which is that the educational system needs it. The organization of the school has been emphasized until the system outweighs the child, and knowledge is more than life and individuality. The pace of the school has been set by the demands of the university, and even in the primary grades the true needs and interests of childhood are sacrificed to that demand. With the aim and spirit that animates the kindergarten pervading the whole educational system, how much more directly would education affect life. The influence of Froebel has begun, though many know not the source from which it comes. The extension of that influence with conscious, well-defined purpose is the need of the hour.

But there are other reasons. The introduction of the kindergarten into the school system is one of the lines of current kindergarten activity. But the adoption of it in external form should be followed by its adoption in its spirit, as far as these are applicable to later school work, and this can only be done when the principles underlying both are understood, with the differences between them. When the kindergarten is taken out of its isolation and placed in its true setting in the educational and social system, the world will recognize more clearly its indebtedness to Froebel.

But if a study of the educational principles embodied in the kindergarten is needed for the advancement of the school system; if it is needed that honor may be given where honor is due, it is no less necessary for the sake of the kindergarten itself. With the emphasis upon the form and technique of the institution, it is but natural that these should be considered indispensable in Froebellian procedure. But the emphasis on principles, and a study of their application to other and broader educational procedure, will sub-

ordinate the form in which those principles are expressed to the principles themselves, and relegate technique to its true place among educational means, which must always vary with the end to be attained. In universalizing the principles of the kindergarten their value will shine out more brightly to the kindergartner herself, though much may appear valueless in that brighter light which she has hitherto considered indispensable.

In view of the wider acquaintance of teachers with the principles of Herbart than with those of Froebel, a comparison of the methods used by the advocates of each in the disseminating of knowledge concerning the favored leader may not be without interest. When the kindergarten was first advocated there was practically a clear field for its acceptance. It occupied a time in a child's life up to that time unoccupied by any educational institution, hence it met with no educational opposition. Being an independent whole it was not obliged to wait for its establishment as a part of the school system. Its principles as applied to the home were in direct conflict with the accepted principle of authority in the bringing up of children it is true, but their rationality appealed so strongly to every true mother that their explanation and their acceptance were practically one. Societies were formed to extend the knowledge of the movement, to establish and support kindergartens, and to study motherhood and childhood in the new aspect these doctrines presented. In the work done by these societies the relation of the new doctrines to education in general was not overlooked; nevertheless the critical study of Froebel in the light of the history and philosophy of education in general, for the purpose of discovering principles for the guidance of public school practice, has been incidental if undertaken at all, but not the sole purpose for which such societies were organized.

The methods by which the Herbartian doctrines were propagated were materially different. Herbart's educational theory lacks the many-sidedness of the theory embodied in the kindergarten, and its introduction did not

stimulate educational activity along the many other lines suggested by the establishment of the kindergarten. But what it lacked in scope it made up in concentration and force, for the study of Herbart was undertaken with direct reference to the theory and practice of the school by men engaged in public school affairs. But the attempt to apply his principles involved a conflict with, and a discussion of, ideals and methods already established, and this gave them a general publicity. It was for the study of Herbartian pedagogy in the light of the psychology and educational philosophy of the day that the Herbart societies were formed, and their membership has included the foremost educational thinkers of the country, many of whom were in a position to put these theories to the test of actual practice. The influx of Herbartian thought has been of inestimable value to American education, the more so because its advocates have aimed at the discovery of real educational truth rather than a mere acquaintance with, or a following of, the theories of even so great a master. They have not hesitated to admit Herbartian psychology out of date in the light of modern knowledge, nor to modify Herbartian procedure to suit the needs of American schools. Hence the discussion of Herbart's principles has given American educators a clearer insight into all educational problems, and the Herbart Year Books have become recognized as among the most valuable contributions to American pedagogy. In the last respect; that of critical study of the principles of their leader in the light of present knowledge, the Herbartians have set an example which the followers of Froebel would do well to imitate. It is the conservatism of the latter that has done much to prevent a broader recognition of the principles of Froebel.

The influence of Froebel in American education is far-reaching and pervasive, and this influence will grow until it overshadows the influence of Herbart, now apparently in the ascendant. Already the principles for which Froebel stands are being recognized through other lines of research, and it is only a matter of time when his true place in modern

educational thought will be recognized. But the time has come for a more definite formulation of his principles in their relation to the whole of life and of education. This has been done in a measure in that admirable book "Froebel's Educational Laws for All Teachers," by James Hughes, but it needs even a larger emphasis. The kindergarten has been the concrete embodiment of Froebel's thought, but the thought itself reaches far beyond the limits of the kindergarten. In any new movement the period of exposition of a new thought is always followed by a period of critical study of its principles in the light of those that preceded and followed. That period has begun, and it brings with it new needs and requires new methods. Froebel himself was a leader by virtue of his adaptation of existing means to recognized needs. It is in this spirit that true following consists, and by its means that true educational progress is best furthered.

JOY to the laughing troop
 That from the threshold starts,
 Led on by courage and immortal hope,
 And with the morning in their hearts.
 They to the disappointed earth shall give
 The lives we meant to live,
 Beautiful, free, and strong;
 The light we almost had
 Shall make them glad;
 The words we waited long
 Shall run in music from their voice and song.
 Unto our world hope's daily oracles
 From their lips shall be brought;
 And in our lives love's hourly miracles
 By them be wrought.
 Their merry task shall be
 To make the house all fine and sweet
 Its new inhabitants to greet
 The wondrous dawning century.

—*From Field Notes by Edward Rowland Sill.*

TOPICAL OUTLINES FOR MONTHLY MOTHERS' MEETINGS.*

MARY LOUISA BUTLER.

SUBJECT III—OTHER PEOPLE'S CHILDREN.

Topics.

1. Who are they?
2. Where are they?
3. What do they need?
4. What duty do mothers with homes owe to children without homes?
5. What to children whose homes are filled with discord?
6. What to motherless children?
7. What to the many working boys and girls living in tenement, lodging, and cheap boarding houses?
8. What claims have the children in asylums and reformatories on mothers?
9. What does the world owe to destitute, neglected children everywhere?

Important Points.

Withhold not good from them to whom it is due, when it is in the power of thine hand to do it.—Prov. 3: 27.

If city people would visit their parks and police stations in the very early morning, they would easily understand the farmer boy who, when showing the city teacher around the farm, brought her to a cozy nook which he called "Tramp camp," because, as he explained, "the tramps all like to sleep there." "I suppose," said the teacher, "that when these tramps were babies they did not sleep out of doors, but had mothers who loved and kissed them, and thought they were the nicest babies in all the world. Perhaps the neighbors did too, and sometimes invited them to their homes."

"I'll bet they don't do it now," said the boy; then, after

*Miss Mary Louisa Butler served as organizing secretary of the First National Congress of Mothers; is also broadly known as a Sunday-school worker and writer, as well as author of that useful "Handbook for Mothers." She has spent many years in Child-Study and Mother-Study, and from her broad experience will bring to this work the helps that seem best fitted to meet practical needs. Any of the books referred to in above outlines furnished on application by Kindergarten Literature Company. These outlines in leaflet form 30 cents per hundred.

a moment, he added: "If they were such nice babies how did they ever come to be tramps?"

Mothers, how do you answer this question? How does it happen that so many thousand babies have become tramps, inmates of prisons, houses of refuge, asylums, etc.?

"It is the children of today who are making society and who will soon be on the highway of life." The next generations are ours to mold. What are we going to do with and for them?

"The character of every child is the joint result of environment and heredity. Of the two the only one under our (present) control, and for which we are responsible, is environment," and any mother who considers only her own child is not a whole mother.

"Every infant mentality that is born into the world is a seed from the Creator, folded in a tiny human casing, but bearing an important, divine message relative to the progress of human civilization toward Godlike ideals. Every seed is important for some wise purpose, or the Creator would not send it, and the germ of a great soul flower may be wrapped within a humble and altogether improbable and unexpected individuality."

"If the family is incompetent to protect, society should stand ready to do so until no child can escape care."

"What the world needs is not more of the things that money can buy, but more real mothering."

References.

"The Children of the Future," Nora Smith.

"Children's Rights," Wiggin, last chapter—Other People's Children.

"Children of the Poor," Rüs.

"Your Little Brother James," Pemberton.

"That Last Waif," Horace Fletcher.

The Bible, I Cor. 13.

*When thou
makest a
feast, call
the poor,
the maimed,
the lame,
the blind;
and thou
shalt be
blessed.—
Luke 14:13.*

*Thou shalt
not avenge
nor bear
any grudge
against the
children of
thy people,
but thou
shalt love
thy neighbor
as thyself.—
Lev. 19, 18.
See also
Matt. 22:
35, 37.*

FROM THE LETTERS AND JOURNAL OF GRACE
HALLAM.*

EDITED BY MAUD MENEFEE.

V.

A BUDGET of letters and two closely written journals that have remained in the archives of the Bethesda and Barbara West Kindergartens this long time have recently come to hand, to throw more light on the development of this interesting personality. The letters are sent me by an intimate of the family who knew the girl from childhood.

"The whole family," she says, "possessed the reproductive faculty to a marked degree. All the small incidents of their uneventful life seemed to take on significance and color in the telling. Many times as a child I felt a keener pleasure in their account of an episode in which I had participated than in the actual occurrence itself.

"I remember a little incident which shows that it was with her somehow an innate necessity to recount and make a romance. The Hallams had been woefully unsuccessful in Ironville, and they staid on year after year getting worse off and more unpopular. The father was a fierce radical and stirred up the miners, making a great deal of trouble for himself and them. I heard the other side, my father was chief foreman at the smelting works in the employ of the corporation.

"Nothing, however, could bring about a breach between the feminine members of our two families. Mrs. Hallam must have been very young at the time, although I do not remember, because I thought all mothers were the same age, and that they had always been mothers.

"They were fearfully lonely, separated from all family ties by hundreds of miles; while with us, all around and through the valleys lived our kin, and at any and all time the yellow

*Preceding chapters appeared in January, February, March and May numbers.

diligence that plied between Ironville and Greenhill station was letting down or gathering up a host of cousins and aunts and uncles in holiday mood, for we kept our feast days in true German fashion, while with the Hallams the bitterness and disappointment of the father seemed always to hang over and keep one thinking of that. Even their Christmas seemed a sort of underhand, make-believe time, and rather than go on with it they often put out lights and sat in the dark, looking over at our windows with the tree and candles and young and old happy together. . . .

"But it was the yellow diligence that was more than anything to Grace Hallam. It was the one link with the outside world. As a child she would drop anything to fly madly down roads and around corners to see if anyone had come. She was always looking for someone to come—some message. It amounted to a sort of mania. Up to the time that she was eight years old she had never been in the yellow diligence. The Hallams did not go to the county fairs; they paid no visits and received none. But one memorable day my mother invited her to go with me to visit my grandmother for a night and day. We were to go alone, and it was necessary for us to take the yellow diligence and the accommodation train at Greenhill for some twenty miles. To me it was an oft-repeated pleasure but to Grace Hallam the most intense experience of her life. I can see now that she thought that once outside the limits of Ironville she would meet the world—humanity en masse, but sad to relate, not a soul boarded the yellow diligence. We sat holding our little bundles and trying not to tumble off the seat with the jolting. At Greenhill in the train it was the same thing, there was no one but an old miner and his son, who uncereemoniously picked a ham-bone all the way. When we were put off and came to grandmother's gate, a yellow chicken ran before us. 'Look, Augusta,' she said, 'it is going to tell your grandmother we've come.' Grossmutter was in the door, and Grossvater was on a ladder spreading out some fruit to dry—she has never forgotten a detail. But the point of it all was that in the middle of the night we woke up to find

her crying bitterly. 'What was it, was she homesick?' After some time for all the sobbing we found it was because nothing had happened—there would be nothing to tell when she went back home. Her imagination, no doubt, had played around the revolting old miner and his son, who did not readily lend themselves to romance, and she had grown feverish and lonely. Nothing to tell! The last time we were together she was going over it between laughter and tears, every detail vivid and picturesque."

The letter goes on to relate a number of episodes of her child life more or less significant, but which for the most part lie out of our province.

It is to this Augusta that the girl loves most to open her heart without reserve. It is in one of her early letters that she says of the work with the children: "It engenders a mood of serenity and even common joyousness that at one time in my life did not seem compatible with real serious living. I laugh now to remember the old phrase eternally on my lips and in my thought regarding my favorite poets, that this or that one had an enormous capacity for melancholy; and I thought that in it I had discovered the germ principle of the phenomenon called genius. That genius—that's gone too, the worship of it I mean. I have come to see that the genuine normal man-child is the true child, now and forever; that in him lies all possible seeing and knowing and doing. I do not take the genius out of the sky, but I see the rest there with him. I have come to see that there is a point of view upon life where the mountains and the valleys show an even level. Froebel's archetype is the normal child. He fixes him as center and pivot for the whole circling system of life as it proceeds from the indefinite, striking out of the newborn to conscious performance, from seeing to insight, from feeling to deed. The *normal child!* you don't know how those words have come to sound in my ears, like deep resonant C major chords that are somehow going to dominate and set the pitch for the eternal harmony. . ." "Augusta," she says somewhere, "I am coming to have qualities that you mothers have. I used

to wonder at the immeasurable suffrance of mothers and their way of seeing that all the detail was somehow justifiable. It made me restive often to be in the presence of it. Life at that time seemed to me such a surging tide that I didn't exactly see how people could stop just to live.

"Today I wondered at myself, I was so genuinely and reposefully happy. I sat there pasting and constructing some little child thing, helping one and another through the little activity to find himself. Life no longer seemed an irresistible current outside me but an abiding sense within me. I myself was life. Alezandro, Emil, and all—we were the presence of life, and time and eternity had being in us, not we in them.

"This little activity under our hands—what if, not figuratively, but actually, there lay a subtle interdependence between the faithful doing of it and the harmonious activity of the whole orb. 'Alezandro,' I thought, 'what if we should not do our part and the wheels of the sun should run back or stop because of us.' I can see Alezandro and me standing conscious-smitten with our undone work in our hands in the midst of the consternation, while the devotees of phenomena and formulæ run hither and yon searching for natural causes. Now that is a subject for a Lippo Lippi to fling on the walls of some sociological cathedral, and it is a new sun myth."

It is thus that again and again throughout the letters to her friend she gives reign to a most extravagant and transcendent fancy. Throughout the journal we find the same mood. All the small happenings seem to her portentous, as indeed they are. "I have a new phrase," she says. "It is mine by the right of discovery, no matter how many have found it before me. It is the divine actual. Why has the actual always been in such disrepute?" she demands as though she were the first. "Why should we shut our senses and look away to find the truth. Why not open doors and look full in the face the whole world, as she states herself, and discern the truth? Impostors, snobs, men who have lied and thieved and gone on being honored, not even you, I

see, can turn back and thwart *the eternal law that lives and governs in all things*. In the final analysis there is just the child of God in you as in all. And I declare and affirm that as I look about I begin to discern the new heaven and the new earth now and today."

"It is something to me," she writes again, for she is never done looking about and making note of what she sees, "that a fellow creature with capacity and impulse, and all the potentiality of his kind, should give himself and his whole life-day to minding the motor that takes me to and from. Some day there'll come a poet to sing about him and all he implies. It seems such prodigality of soul to me after the Black Hills, and the long un-lived-in land where the creature was the event, and whose coming and going was all the history there was worth speaking of. It is always a fresh wonder to me that there is enough and to spare of such precious good."

Much of the foregoing may seem far afield, and yet in essence it is what comes to everyone who touches this work with little children. It quickens the main channels of sympathy, and beginning with loving and understanding a little child you can't stop until you gather in humanity.

Journal, December 3.—"This morning the cars were blocked. I had to walk a mile in 'deep snow. I was ten minutes late. When I reached the door I saw that the children were all inside sitting in the chairs placed exactly upon the circle. I thought Virginia had come and gathered them together. I asked where she was, and they said she had not come, the janitor had let them in. They themselves had come in and organized the whole, and there they sat, free and self-governed, waiting for us.

"This may seem a small thing but I think it means immeasurably. . . . *Today we had a lighthouse story.

"Many of the parents had come from a distant fatherland.

*NOTE—"Light is our subject. We are taking it up in all its homely everyday, statements; the lamp or candle in the home, street lights, light of lighthouses, signals, lanterns, headlights, torches, the fires shepherds build to keep off wolves; the sun moon, stars; the morning star that led the shepherds; the Christ-child—the loving child, the light of the world." (From the letters and journal in May number.)

Some had seen the lake, river, pond, 'play-rivers' in the gulleys, and with this to start from we evolved a presentiment of the sea.

"Virginia told the story. It was real word painting—direct, simple words like the first strong lines in a drawing. I believe we all *saw* it together, all but the very baby children, who no doubt felt the mood of it. We built lighthouses at the tables. To the older children I stated the necessities and conditions, and then demanded boldly that they build for me a lighthouse that first of all would stand the stress of the waves and send light a long way. It was immensely interesting to watch the serious mood and the result. It was one of the best periods of work I have ever had. I used third and fourth gifts, and they lent themselves easily to the matter in hand. This is a group that demands all I have, there are several problematic characters in it, but I do not want to speak of them until I work out my problems.

. . . "For the game today we played 'boat'; we drew up our chairs in a sort of oval boat form and then played that water was everywhere outside of it. We couldn't see anything but water and sky and a few birds. Some could just feel how the waves dashed; others were sailors who made believe to pull up sails, and Emil, with his shining eyes, stood on a chair for lighthouse to warn and guide us. It took almost the entire game period, but it was worth it. Their imagination came to life, and they *saw* the water. One child fairly hugged herself and laughed softly for the cozy sense of being well out of it in a snug boat. It was a good game to my mind, because it was like the games they play spontaneously themselves. It was in a way such free play that there was every chance for an uproarious mixed-up time at the end, but Virginia West is organization itself. When we had steered clear of rock and shoal we played it was night, and all the heads dropped down to sleep. They were safely out of danger.

"You see she created her mood of repose, there was a sort of night quality in the tone of her voice, and then at dawn the captain dropped anchor and the crew were ordered to

unload the boat, which meant that each must take his chair and wade back to the circle. It seemed to me masterly. My inspirations do not turn out such spontaneous unities. The spontaneity often gets the better of the unity and that is fatal."

. . . . Women know
The way to rear up children (to be just);
They know a simple, merry, tender knack
Of tying sashes, fitting baby shoes,
And stringing pretty words that make no sense,
And kissing full sense into empty words:
Which things are corals to cut life upon,
Although such trifles: children learn by such
Love's holy earnest in a pretty play,
And get not over early solemnized,
But seeing, as in a rose-bush, Love's Divine,
Which burns and hurts not—not a single bloom—
Become aware and unafraid of love.
Such good do mothers.

—*Elizabeth Barrett Browning.*

O MISTAH BEE, de good Lawd knows,
It sinful how we do, suh!
You steals your honey fum de rose,
En I steals mine fum you, suh!

O Mistah Bee, dat's how it goes!
It ain't gwine gimme grief, suh,
It ain't no sin, de good Lawd knows,
In stealin fum a thief, suh!

—*Frank L. Stanton.*

PESTALOZZI-FROEBEL HAUS' TWENTY-FIFTH ANNIVERSARY.

DEDICATION OF NEW BUILDINGS.

IT was an important event in the social and intellectual history of the proud *Kaiser-stadt* Berlin, when the new *Pestalozzi-Froebel Haus* buildings and handsome grounds were dedicated during the midsummer of 1898. It was an equally important event in the evolution of the kindergarten movement at large. The exercises by which two handsome new buildings were dedicated to the sane purposes of training women and children to home-making ideals, were presided over by the ex-Empress Friedrich, and commemorated the twenty-fifth anniversary of the institution. The large central building, called *Haus I*, has been carefully modeled for a training school, including the practice schools as follows: the private kindergarten, the free public kindergarten, the transition class, the elementary class, the industrial school



FRAU DR. RICHTER,
Present Supt. Pestalozzi Froebel Haus.

for boys and girls from six to fourteen years, lunch room for children whose parents are prevented by work engagements from returning home at noon, children's baths, the Victoria girls' home.

Haus II comprises the following departments: the cooking and housekeeping schools, by Dr. Hedwig Heyl; training school of teachers of cooking and domestic classes; training school for house servants and cooks.

Frau Henrietta Schrader has thus faithfully maintained her ideal and secured the coöperation which, after twenty-five years of struggle, establishes in the midst of Berlin a rational, if not yet a national, training school for women. Only a German experimentalist or idealist can know what this consummation means to the womanhood, motherhood, and childhood of Berlin. The strength and dignity with which Frau Schrader has pursued her ideal can be read somewhat in the spiritual earnestness and aspiration of the face which it is our privilege to reproduce as the frontispiece of this issue. Is it not a matter of civic as well as pedagogic moment that there stands an institution which concerns itself with the central subject-matter of home and home-making, all other subjects being considered *tributary* to this?

The institutional life of Germany for many years has made the confirmation time, from fourteen to sixteen years, the culminating point in a girl's education, and consequently the students entering the professional training of kindergartening are much younger than in this country, and often of a less favored and less educated class. The *Pestalozzi-Froebel Haus* therefore offers training to three distinct classes of students: First, the nurses and mothers' helpers; second, to kindergartners; and, third, to normal training teachers of kindergarten. The course of study includes such practical lines, in addition to the regular kindergarten study, as cooking, household work, sewing, hygiene, physiology, and domestic science. But all of these are coördinate to the home life in the institution. For instance, the meals served in the *Victoria Heim*, which is the students' boarding home, are prepared in the regular cooking classes of the institution in

turn by regular students. Each student spends a total of three hours a week in such domestic work. To the same end it is arranged that each child in the kindergarten, or elementary classes, shall spend one work period each week in the same simple domestic work which concerns the entire class or the entire household. A forty-minute period once a week is certainly not too much for home experiences to be provided to little children of the working class. Some of our American kindergartners have criticised the work of the *Pestalozzi-Froebel Haus* as if the entire time in the kindergarten were spent in silver polishing or window cleaning, when in reality it is an incidental, but none the less honored, experience in the week's work.

Prof. Edward Franklin Buchner, of the School of Pedagogy of the New York University, contributed a valuable article on this institution to the September issue of *Home and School Education*. We reprint the following from his article:

"After a several weeks' inspection of the universities in Northern Prussia I found myself privileged, some months ago, to visit a number of times in the *Pestalozzi-Froebel Haus* in Berlin. It was a most refreshing change to turn from those gigantic apparatuses which are distilling modern science, to this indigenous educational foundation, which the Germans are so slow to adopt in a national way. Such visitation is, at least, one way of bringing together the kindergarten and the university, which have hitherto been keeping such great theoretical distances."

"This struggle of doctrine—which is ever the way of progress in history—finds a secret expression in the very title of the institute, the *Pestalozzi-Froebel Haus*. The great authority of Pestalozzi's spirit rules everywhere. The fundamental idea of early education by the mother, which is extended in every direction, came from him. The means for such a spirit to apply itself has been adopted from Froebel, and primary education is regarded as naturally taking place in the living room, hence the rich significance of the name of the institute!"

"Froebel's 'Mutter und Kose-Lieder,' as containing his chief ideas, are found in constant use in the institute, on the ground that they stand in the relation of the mother to the child. Motherhood and the family life express the one

great purpose which is continually kept in mind throughout the training. This is very prominent in some of the special features observed in the institute. Bathing is made an educational affair, even if unnecessary, though the children are mainly from the poorer people. Each child is bathed twice a week, 'just as a mother would,' a conductor and a pupil-teacher being present. While the bath is in progress the teacher mends the child's clothing, if so in need. Thus the child and teacher are brought into new and necessary relations. Hygiene, as including everything pertaining to the physical care of children, is also taught in connection with the bath. Another item in their training is that teachers must do washing and ironing, not in large quantities, but especially for the sake of knowing how and what. The younger children wash doll's clothing, even the youngest urchins were seen over the rubbing-board, while any needful repairs upon them are done by the older children. The aim back of these activities is to show how complex are his or her family and social relations in which the child is placed. Throughout the kindergarten classes, nothing is done stiffly as a requisite, but incidentally as it were, and unintentionally."

"Employing the creative and industrial activity of children is another interesting feature of the institute. 'All that children can do they do.' Gifts and occupations, so uniformly ready-made for our American kindergartens, are here made by the children themselves. This feature is peculiar to this establishment alone."

"The cordial hospitality extended to the visitor by Miss Schepel and Mrs. Richter, and the earnest of reality impressed by the intense activities within the house, were hallowed by the ideal, mystic tinge which came from the reminiscences of Mrs. Schrader a day later. In the exquisite twilight of a quiet Sunday, a little cosmopolitan group of hearers, overshadowed by a living marble mien of the pedagogic dreamer, looked through her countenance of thoughtful devotion upon bygone days. Her sad voice grew tremulous restoring his personality to us, telling of his genius, his insights and inspirations, the conflicts with his government, his devotion to the educative energies of the home and nature. The deepening twilight lighted the moist eyes of her who had seen *him*, bringing a rich benediction to the experiences of those few days. I went out into the night feeling as though Keilhau had had a day of my own boyhood!"

At the time of dedicating the new buildings, a prominent illustrated German weekly paper devoted generous space to an account of the work, from which we translate the following interesting statements, which should have the profound respect of every intelligent German citizen:

"Looking upon this happy, bustling, busy scene for the first time, one might judge that it is quite without rule or order; but he who steps nearer and looks again will discover the loving, methodical caretaking which governs the daily life of the institution. Here, if anywhere, 'deep meaning lies in childish play.' In the handsome new buildings there is a kindergarten of one hundred children, a primary group of forty children, a sewing school of forty, and twenty-five in the industrial class. The kindergarten training class numbers ninety young women, thirty of whom live in the Victoria Home for Girls. During the past year over a hundred women have attended the special cooking courses!"



FRL. ANNETTE HAMMINCK SCHEPEL,
First Supt. Pestalozzi-Froebel Haus.

World's Fair visitors will remember the handsome and comprehensive exhibit made by the *Pestalozzi-Froebel Haus*, under the personal direction of Frl. Annette Schepel, who was for twenty years the able superintendent of this institution. Frl. Schepel made many warm friends in America, who will be interested to know that she is at present a voluntary

representative of this work in London, where she is also practically identified with the new London Pestalozzi Society. We are especially glad of the latter fact, as Frl. Schepel is one of the highest authorities and sincerest interpreters of the writings of Pestalozzi, having spent many years in the study on Swiss ground, visiting all the important points connected with his life work. Under the London society she is at present making translations from "How Gertrude Teaches Her Children," and Pestalozzi's "Swan Song," which cannot fail to be of the greatest value to educational literature. Frl. Schepel is a woman who knows only one way of giving herself to a work, and that way is to give her whole strong self. It is our sincerest hope that she may surrender herself to the life work of commenting and interpreting the writing of the great social humanitarian, Pestalozzi.

At a recent meeting of the London Froebel Society Frl. Schepel presented an interesting article in English on "Characteristic Features of the *Pestalozzi-Froebel Haus*," which article has been reprinted in full in the London *Hand and Eye*, as well as in the monthly *Verein-Zeitung*, which is sent out by the Berlin institution itself. No better picture of the work of the institution can be given than this, and we reprint in part from the original paper:

The *Pestalozzi-Froebel Haus* as it now is has grown slowly and is still growing. It will always be growing, as living things must. Its growth has not simply consisted in adding on new branches, but in the acceptance of constant alterations for the purpose of perfecting itself. The *Pestalozzi-Froebel Haus* is not merely a kindergarten for four or five hundred children, and a training school for about one hundred students; but it is, indeed, much more an institution which sets before itself the deliberate aim of preparing women and young girls for the womanly career, whatever position they may come to fulfill in after-life.

In Froebel's famous proclamation to German women in 1840, he gives utterance to his sorrow that woman's education is divorced so much from child-life. He shows them where they have failed and tries to lift the young generation to enthusiasm for this their fullest and most natural means of self-development.

He says the care of childhood and the true womanly instinct are one. Life nowadays has brought about an unnatural separation between them. Their reunion is the greatest mission of the true friend of humanity; and he goes on to lay down the plan of an institution where this ideal of woman and child-life would be possible. It has been one of the chief efforts of the *Pestalozzi-Froebel Haus* to carry out in practice this ideal of Froebel, which occupied so much of his thought in his latter years, and the realization of which he did not live to see accomplished. Pestalozzi, who was in every sense Froebel's forerunner, gives us a picture of this ideal womanly character in "Lienhard and Gertrude."

It is to him we owe that insistence on the great educational principle, that bases all education on the spirit of family and home life. It is this principle on which the work of the whole *Pestalozzi-Froebel Haus* is grounded, and which perhaps characterizes it among all other institutions of the kind. It is its constant aim to have, as the guiding influence in every department, what Pestalozzi calls the "Wohnstubenkraft," or the power of the dwelling room, that is, the place where typical family life is concentrated.

As a natural consequence of this aim we of course encourage and expect in each separate student the true spirit of a mother, which belongs to and is latent in every normal woman.

This spirit of home-life must be as evident in the relation of the students to their teachers as in their relation to the children. On entering we find the room on the ground floor devoted to the children of kindergarten age; a door leads out at the back into the garden.

The children are grouped into three divisions.

In the baby room we find little ones from two to three-and-a-half, playing with their toys as they like best, in free activity as one would see them in a happy nursery. The students who are with them hold themselves "outwardly passive, inwardly active," as Froebel himself demands, following rather than leading—helping, guiding. Here are most valuable opportunities for watching child nature in its beginnings; and material is afforded for many talks in the theory lessons—for instance, the contrast presented by the noisy activity of the boys in their games of soldier and coachmen, and the tender self-forgetfulness of the little girls with their dolls, a familiar phenomenon as indicated on the title-page of "Mutter und Kose-Lieder."

Leaving the house, let us go into the flagged court, where Froebel games are going on, and to the sand garden where babies are playing in heaps of sand.

Behind these are the real garden, and the hen-house which has served for many an object lesson.

Here as usual are five or six students, each with a couple of children, working under the direction of a teacher at the serious business which the season demands. Several children are cutting grass with scissors (removing the coarse dock-leaves) to take to the cow, which is being visited in relays by the children throughout the time that the cow is the center of the work in the kindergarten. Other children are weeding, sowing, removing rubbish, or watering.

Although the garden is not of the exact symbolic form that Froebel designed, it embodies all the essentials given in his plan of "the garden of the children," on which he lays such stress in his "Pedagogy of the Kindergarten."

Here are not only beds of flowers tastefully arranged, but vegetables, fruit, and various kinds of grain which the children themselves sow and tend and gather and prepare for kitchen use. Each division or class has its own vegetable or flower garden allotted to its care; in Berlin it is impossible, of course, for each child to have a garden of its own. The importance of the garden can scarcely be over-estimated.

We have seen many a child from a dark and sordid home lost in admiration at the beautiful flower which he himself had tended, and awakened to higher feelings which were strange to him before. Should we not expect this effect, since "nature is," as Froebel eloquently tells us in that same essay on the Garden, "God's direct revelation of himself to us." One little fellow from a wretched home I well remember of a most turbulent and unmanageable character. In the freedom that the children habitually enjoy he had slipped out unnoticed into the garden. When I went to call him he made signs to me to approach softly, because a bee had just entered into his flower. Reverence and admiration had quite transformed his little figure.

Let us now follow some of the children upstairs to the kitchen where their midday meal is being prepared.

Here we find little people already busy with the students under the direction of a teacher skilled in cookery. In one corner small boys, with sleeves turned up, are brushing and cleaning potatoes. In another children are separating and washing the leaves of lettuce brought in from the garden. Helping thus in the daily life children feel themselves use-

ful to others and are not merely concentrated on their own performances. As Pestalozzi and Froebel both point out, children of this age enjoy this work most of all; to this any mother can testify, and at the same time they are learning an immense amount—elementary physics, botany, and what not? In the same way children help in all sorts of domestic work suitable to their powers, such as the rubbing up of their own spoons, washing the wooden platters used for lunch, dusting, etc.

But we must not forget the elder children of the Transition and first school-class, whom we find in another part of the house. In the Transition class they are perhaps having a language lesson in which they express their own experience in short sentences, facts they have brought back with them from the cow-stall, such as, the cow gave us milk; milk is white; milk is warm.

As the teacher was with them when they made their observations she was able skillfully to guide them in ordering and expressing their thoughts. The first school-class gives us another scene; even in their arithmetic, reading, and writing lessons the cow plays no imaginary part, her life affording material for every kind of exercise; or we find them representing their impressions with the aid of the more complex Froebel material, such as paper folding and cutting; or listening quietly to a delightful story and looking at a picture of cows in their higher home in Switzerland. They make remarks and draw their own inferences as we should expect of children of this later stage.

These elder children attend in the afternoon again, the girls the knitting class, and the boys a wood-work class or baby sloyd. All the children hitherto mentioned have been divided into classes according to their age, but in one part of the institution we find students with from six to twelve children of all ages, in such groups as we might see in a family where a mother has gathered round her the children of a friend or neighbor as well as her own. This thought we find presented in Froebel's "Mutter und Kose-Lieder." These groups are arranged to make the young students familiar with the elements of a little family, where there are children of various ages to be happily guided and occupied at the same time, and where children are led to help one another.

Here again the living object, whether it be plant or animal, will be the center of their activity, because only the real and living object can touch the child's moral nature,

and quicken that sense of responsibility and sympathy which marks the highest kind of education. In the groups enlarged pictures of the "Mutter und Kose-Lieder" are used more suitably than in regular classes, and with them are taken the songs and finger-plays. I must not close without a word as to the training of the students.

We have seen them occupied in the garden, in the kindergarten, in the kitchen at domestic work, and with the children. In all this they must have regular instruction that this work of theirs and the children's may not be mere "playing at usefulness," but worthy to take its part in the real business routine of the house. This instruction comprises gardening, domestic economy, simple cookery, besides the usual classes in theory and history of education, psychology, science, etc.

The students are divided into three divisions, each of which has its own certificate. Many courses are attended by foreigners, from such lands as Sweden, Finland, America, not to mention England herself, where we have found so much sympathy and earnest workers, who carry back with them something of Frau Schrader's inspiration and personal influence to help them in grounding their work. This account has been, I fear, only too much a relation of facts; and gives no impression of the subtler influences that show themselves in a thousand ways that never could be described; for instance, the equality of intercourse between all ranks, and the personal and loving relationship as seen between student and child in the room where the little ones are bathed, or at the saying of grace together before the midday meal.

The students (many of whom belong to the cultivated and wealthier classes, and do not need to take up any profession) find here a natural opportunity for knowing the lives of the poor, from which they in turn can learn so much. In bathing and feeding the little ones—the least they learn is how to feed and bath a child properly. In such tender services is quickened that instinct of love and understanding which we prize most of all, and which all will agree is the deepest and most powerful factor in the education of every human being, man, woman and child.

In the *Vereins-Zeitung*, in which the article appeared in full, Frau Direktor Schrader makes an appreciative statement of the consecrative work done by Frl. Schepel during the early years of the institution, which we translate freely as follows:

The *Pestalozzi-Froebel Haus* can only be deeply grateful that Frl. Schepel has undertaken to be its representative in England. The greatest credit is due to herself for those characteristic developments of the *Haus* which she describes in her address. To her is given the true genius of spiritual motherhood, and it was this genius which always quickened and made potent her work with young women and children. The atmosphere which she ever radiated was one of simplicity and wholesome naturalness; quite devoid of barren schoolishness as well as of artificial *Aesthetisierung* and sentimental coddling. When one saw Annette Schepel among children and young women it seemed as if her entire activity was the spontaneous result of the moment, and so naturally did it blend with the occasion that one became unconscious of how fundamentally pedagogical every detail had been wrought out.

Many of our readers will be interested to know that the three bronze groups which were a part of the exhibit of this institution at the World's Fair are now owned by the Lake View Woman's Club of Chicago, and placed in large public schools at their direction. The fourth group of the "Little Gardeners" is owned by the Chicago Kindergarten Institute and stands in the Neighborhood Kindergarten at the Gertrude House. For three years these groups have occupied cherished places in several of the Social Settlements of Chicago, where many tender friendships were made between the flesh-and-blood children and those chubby, wholesome, life-size German children in bronze. In writing of the permanent placing of these groups in American schools, Herr Schrader, who is the paternal guardian of the great work, while at the same time an honored *Reichstag* member, writes as follows: "To be sure we would gladly beautify our new *Pestalozzi-Froebel Haus* with the groups, but we are equally glad that they are thus dedicated to the cause of the children at large, through being placed in American schools."

Frau Dr. Clara Richter is the present principal of the institution, living in the *Haus* and superintending the entire daily work of the busy hive. She is a woman of great dignity and strong convictions, one who wins the children and students by her sincerity of purpose. For the past five years she has carried the work forward, often during the enforced absence of Frau Schrader. Letters sending warm greetings come from time to time from these royally occupied women to their fellow Queen-bees of the American kindergarten hives. You have our heartiest congratulations on the fruition of your quarter century perseverances.

Normal Training Exchange

For Primary Teachers and Kindergartners.

THIS department will appear in each issue of the current volume XI, new series, of the KINDERGARTEN MAGAZINE. It will bring plans, programs, outlines, and accounts of experimental and creative work being done in the typical schools of the country.

The chief purpose of this Normal Training Exchange is to indicate and record the lines of convergence between the elementary grades and the kindergarten. Contributions from eminent school men and women are pledged as follows: James L. Hughes, inspector of Toronto schools, to the December issue; Dr. C. C. Van Liew, head of the Department of Pedagogy and Child Study of the Los Angeles Normal School, for January; Miss Sarah Arnold, supervisor of the public primary schools of Boston, Mass., for March. Further announcements will appear in the next issue. Your questions, criticisms, and suggestions are welcome.—EDITOR.

PROPOSITIONS CONCERNING THE RELATIONS WHICH EXIST BETWEEN TEACHERS AND PUPILS.

Under the direction of Wilbur S. Jackman, the professional training class of the Chicago Normal School discussed each of the following propositions and adopted the entire list, and it was mutually agreed that these should be taken as a basis for all work in the Science Department:

Propositions.

1. A pupil entering school tacitly expresses a desire to pursue certain lines of study or investigation.
2. The teacher by admitting the pupil to his classes tacitly binds himself to assist the pupil along the chosen lines of study.
3. It is implied that the teacher may propose certain means and methods of investigation.
4. The pupil has the right, after a proper consideration,

to *openly* object to any or all of the means proposed by the teacher, and to insist upon a full discussion of them before they are finally adopted.

5. The teacher is bound to afford full opportunity for such discussion, public or private, either in the recitation hour or at some other time agreed upon.

6. If the pupil fails to demand a discussion of any proposed methods, it is implied that he adopts them as given by the teacher.

7. If the teacher fails to afford proper opportunity for a discussion of the methods when requested to do so, they cannot be considered as binding upon anyone who may have openly objected.

8. If any pupil tacitly or directly accepts any means or methods of study or government proposed by the teacher, and subsequently, after trial, finds, for any reason, that he is unable to indorse them or to follow them, it is his duty to immediately notify the teacher of this fact.

9. If such notice is given to the teacher, it becomes his duty to at once consider, in open and full discussion, the points of difficulty raised by the objector, with a view to establishing new and, if possible, more equitable relations between pupil and teacher.

10. The relations thus established between teacher and pupil underlie all possible acts and rules in schools relating to study and government, in which they are mutually interested; such as—assignment of lessons, mode of conducting recitations, rules regulating use of apparatus and all material; conduct in class, at study, and during hours of recreation; all privileges as to use of apparatus and material.

Conditions for Study.

1. Acquaint yourself with the physical conditions of the pupil; note any defect of sense and any temporary indisposition.

2. Acquaint yourself with the physical, social, civil and moral environment of the pupil. Find out the nature of the motives which govern his action.

3. Carefully attend to all external conditions, i. e., purity of air, temperature of room, direction, character, and intensity of light, adaptability of desk, height of blackboard, quality of paper, pens, pencil, chalk, and ink used.

4. Note the pupil's adaptation to external conditions, i. e., position at desk, position when walking, standing, or sitting; ease, grace, and directness of movements; care of materials, of dress and personal appearance.

5. The recitation period may be devoted to either concert exercises or individual work. If to the former, as in gymnastics, insist upon the strict unity of action, i. e., precision in time, place, and movement; if it is devoted to the latter, the teacher must see that *each pupil is employed, each in his own best way.*

6. Determine the topic to be investigated by the immediate interests of the pupil.

7. The teacher must determine the *relative importance* of the different modes of study by a careful consideration of the character of the subject-matter presented.

Modes of Study.

1. The pupil must investigate his own experience; he must discriminate, select, and gather into an organic whole the data of experience which are related to the topic chosen for study.

2. Extend the pupil's experience by observation of objects, by the scrutiny of all actions growing out of social and civil relations, and by pictures, by reading, and by story-telling.

3. The study of objects themselves must precede the introduction of symbols, and actual occurrences in experience must be the basis for precepts.

4. The subject of study must be considered under natural conditions, i. e., study natural objects in their normal surroundings, and ethical questions directly through the relations that are revealed by the experience of the pupils.

5. Treat symbols, experiments, and hypothetical examples as merely necessary illustrative means, that is, they are to be used when the point under consideration, in its natural setting, is obscured by a complexity of relations either known or suspected to be present.

6. The experiment of hypothetical example must be relatively simple; it should involve only *known* conditions and so far as possible only those casual elements the effects of which it is desired to understand.

7. Determine the relation of structure to function, and the size when possible, by *making* and by a study of movement and work performed.

8. Determine all quantitative relations by appropriate *number work.*

9. Determine the exact spatial relations involved in the three dimensions, form, and, when possible, size, by means of *modeling.*

10. Determine the spatial limitations and relations when expressed in one plane by *drawing*.

11. Determine the value of color relations through *painting*.

12. By the act of *reflection*, organize the experience gained by the foregoing modes of study into a symmetric picture.

13. Accompany the reflective act of organization, first by discussion; second, by written expression. The act of reflection requires *deliberation*; this implies *time* and *freedom from all inherent and personal embarrassment to thought*, i. e., bodily defects, natural or acquired, and *freedom from interruption from any external causes*.

The pupil may write, also (1) when certain memoranda or notes are needed; (2) when the teacher desires to secure immediate individual expression for the members of a class. The time devoted to discussion affords the teacher opportunity to give the necessary assistance and suggestion.

14. By constant citations of examples and standards of recognized excellence; through the gradual development of the pupil's knowledge of controlling laws, inspire him with proper motives and with a desire to be absolutely correct in thought and perfectly lucid in expression, thus creating in him *the desire to correct his own mistakes*. This insures for the pupil the highest culture possible to him in literature and art.

15. Preserve as a matter of record all tangible evidences of the pupil's thought and study which appear in his various modes of expression.

REFLECTIONS BY A KINDERGARTNER NO LONGER IN THE WORK.

The kindergarten training is an eye opener, a mind opener, and a heart opener. That woman who has "*experienced*" kindergarten is, in a sense, a new creature, and must ever thereafter hold a new view of the world. "Old things are passed away, behold all things are become new!" I speak it with no irreverence, but with the conviction that Froebel's philosophy is, to the truth-seeking soul, a revelation of God. To believe with him that "in all things there lives and reigns the divine unity—God; that all things are only through the divine effluence that lives in them, which is the essence of each thing," is to look out upon life with a new standard of appraisal. Such a philosophy is conducive to serenity, to great hopefulness, to an everlasting

conviction that "all things work together for good." It is a philosophy of life which glorifies the commonplace, gives significance to things otherwise overlooked, gives more of tenderness to every natural tie, and puts a new song into the heart—the "song of the universal"

"Belief in plan of Thee inclosed in Time and Space,
Health, peace, salvation universal."

The mother play of "Falling! Falling!" with its idea of "separation and return," has its slice of philosophy for the kindergartner who, after living for several years in a great center of educational activity, is separated for a time from all professional associations. It will be many days before she writes that finishing word "return"; in the interim she is to find her opportunity to demonstrate the lesson of the "play." She remembers with provoking distinctness with what complacency she wrote her abstract on the chapter on the development of self-reliance. The perspective afforded by the present position reveals some things which were not fully appreciated when opportunities were so rich and abundant. "It often happens," says Froebel, in the opening sentence of the commentary on "Falling! Falling!" "that what lies close at hand is overlooked."

Have we, as avowed coöperators with other educational workers, lived up to our privileges?

Do we give the proper value to that vital word "social"?

Are we, as kindergartners, keeping in close, sympathetic touch with our friend, the primary teacher?

Do we realize, with Professor Albion Small, that "sociology, like charity, ought to begin at home," but that, "like charity, it ought not to stay at home?"

Are we broad and outgoing?

Are we "radiating" kindergartners or do we live selfishly, exclusively, within the circle of our own family, our own class, our own kindergarten, our own training school?

"Communion," says J. G. Holland, "is the law of growth; homes only thrive when they sustain relations to each other."

The kindergartner is often too much of a "home body"; she would do well to run away occasionally from the home

kindergarten and go—not as a critic or reporter, but purely as a sympathetic, friendly visitor—to some other kindergarten or primary school. She will sometimes find those things which deserve severe criticism, but the number of unfavorable features will be largely determined by the spirit which she carries with her; if she goes expecting to find the good and wholesome she will not be utterly disappointed. The hostess, conscious of her visitor's sympathy and coöperation, is helped to be true to her best impulses; the right atmosphere is created, and thus, through the union of sympathy and honest expression, a happy kindergarten morning is born. The assistant teachers left at home will thrive under the added responsibility, and grow in confidence and ability if freed more frequently from the maternal apron-strings. The children will be a little more glad than usual to welcome the returning mother; their bright greetings, together with the breeze which the director brings back from the great outside, give character to the new kindergarten day.

What of the teacher who plans definitely for this social intercourse with other earnest workers? What of beauty and good does she gather in these mornings at other fire-sides? She finds her horizon to be perceptibly enlarging; her work has taken on new dignity and significance; she now finds her Mary, her Peter, and Joe clothed with the vesture of the universal; it is no longer merely "my kindergarten with our preparations for Thanksgiving, our problems, our joys"; but rather her thought now includes a whole world of educational activity and "my little group" is but a part of the great whole; and yet, by some strangely wonderful paradox, it is at the same moment the all-containing and the all-contained—God's whole beautiful world in her own small kindergarten circle, the kingdom of heaven within, each blessed baby "a God in the germ."

The opportunity for social exchange should also come frequently to the assistant teachers in the kindergarten. They, too, need to realize that they are coöperators with many other workers. In no other way will they become broader in their kindergarten sympathies. In no other way

will they so quickly come to the belief in the generic rather than the atomic as the ultimate principle. What of the little children? Are they never to go "out to tea" with their neighbors? Let the settlement kindergarten family occasionally visit the boulevard kindergarten family. Let the boulevard children sometimes visit their friends at the settlement. Then let there be golden days when several kindergarten families go together to the park or country, to share for one glad day "delight and liberty, the simple creed of childhood."

It is flashed out from every page of my daily living; it gives color to my reflections and to my aspirations, that oft-repeated educational watchword, "the coördination of the psychological and social factors." It is within the power of every kindergartner to hasten the educational millennium, when this coördination shall be everywhere realized. "This means," says Professor Dewey, "utilizing the child's impulses toward and power of expression (his constructive powers) in such a way that he shall realize social ends to which they may be made serviceable, and thus get the wish and capacity to utilize them in this way." Is it really our watchword, and do we try to live up to it in our daily work with the children? or is it merely a beautiful theory to be aired on occasion? If in our hearts we accept this word as the light and the truth in educational endeavor are we free from condemnation if we do not "walk in the light." Are we satisfied to let our children expend their vital energy in those activities which do not appeal to them as "worth while"? or are we to bring to them experiences in which in the very motive which prompts them is contained a thought for others?

"Truth is fair; should we forego it?
Can we sigh right for a wrong?
God Himself is the best Poet,
And the Real is his song.
Sing his truth out fair and full
And secure his beautiful."

These two thanksgivings shall go into my "Thank you song": That for several years I was permitted to sit under the very droppings of the kindergarten sanctuary. That now, better able to appreciate its joys, by reason of the kindergarten experience, I am granted for a season the blessing of home and all the sacred home relationships.

"And now abideth faith, hope, love—these three;
But the greatest of these is love!"

—*Elva Batterson.*

MOTHER-PLAY BOOK STUDY QUESTIONS.*

FOURTH SERIES. III.

SUSAN E. BLOW.

EDITOR'S WORD: With this volume is begun the Fourth Series of the Mother-Play Book questionnaire. Those wishing to gain profit from the study should secure the Blow translation of the Mother-Play Book, in two volumes, viz., "Mottoes and Commentaries," "Songs and Music," both of which are published in the Educational Series of D. Appleton & Co. The questions are numbered from the beginning of First Series, and have followed the order of the chapters in the book. The answers to the questions are voluntary contributions, and are published as received, in no consecutive order, although the full question with its number is reprinted with each answer. These study questions are being followed with great profit by the best kindergarten training teachers and students of the United States, Canada, and England; they are also used as the skeleton basis for the discussions in many mothers' classes, educational clubs and circles, as well as by individual students of pedagogy. The benefit and uplift which this series of studies has brought to the kindergarten profession at large can be best measured by the fact that this book and its study have been placed by the International Kindergarten Union as the first in importance in kindergarten training.

Lesson of The Wheelwright.

(Words to the song written by Emily Huntington Miller, page 118 "Songs and Music Froebel's Mother-Play.")

March together and never stop!
Here we go to the wheelwright's shop!
Wheelwright, show us the way you do,
Making the wheel so round and true.
Turning fast and turning slow,
This is the way the wheel must go!

This is the auger, slim and long,
Turned by the wheelwright's hands so strong.
Straight and steady the auger goes,
And smooth and true the hole it grows.
Turning steady and turning slow,
This is the way the auger must go!

These are the spokes all shaped aright;
This is the hub that holds them tight;
This is the rim of iron and wood
To finish my wheel so useful and good.
Turning fast and turning slow,
This is the way the wheel must go!

*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing, instead of rolling it.—EDITOR.

(Froebel's motto to the lesson of "The Wheelwright." Transcribed from the German by Mrs. Henrietta Eliot, page 223, "Mottoes and Commentaries to the Mother-Play.")

Why will a child desert his play
The craftsman's work to see?
Something within him, latent still,
Stirs at each stroke of strength or skill,
Whisp'ring, "Work waits for me!"

2365. Who was the author of the saying, "Thou art a man, therefore let nothing which concerns man be indifferent to thee"?

2366. What does this saying mean to you?

2367. How is its spirit illustrated by the child?

2368. Why do the activities of handicraftsmen in particular attract his attention?

2369. For what development does this interest supply a point of departure?

2370. What is the chief educational value of *productive* activity?

2371. Does productive activity imply perception of an *ideal* possibility?

2372. Does it teach the producer his own power to realize ideals?

2373. In this power of realizing ideals does he find a pledge of his own freedom?

2374. Since in productive activity the ideal is *prior* to the actual, does such activity inspire faith in the spiritual origin of material things?

2375. Which are more real, things or energies?

2376. Why does the thoughtfully creative life receive the guerdon of peace and joy?

2377. What uses of the wheel are illustrated in our picture?

2378. What others can you name?

2379. Relate any conversation with children about this picture.

2380. In what sense is the wheel a typical fact?

2381. What does Froebel say about the circular form?

2382. What illustration does he give of its spiritual significance?

2383. What is the deepest spiritual import of the circle?
2384. Will you read Emerson's Essay on circles and quote the passages which most interest you?
2385. Will you state briefly the creative idea of this essay?
2386. Why does our picture point us to the mythical age?
2387. Do you believe in the analogy between the development of the individual and the race?
2388. What limitations to the application of this idea?
2389. Must the child repeat *all* race experiences?
2390. If not, how will you select those which should be repeated?
2391. What are the essential stages of both race and individual development?
2392. Historically, what nations would you accept as representatives of the several stages?
2393. Do you approve of telling myths to children of kindergarten age? If so, why? If not, why not?
2394. Can you suggest any way of re-living the mythical period which does not involve the telling of mythic tales?

TWO WISHES.

ELIZABETH CARPENTER.

A LITTLE lad at eventide,
 Boo-hoo, boo-hoo,
Sat on his cot and vainly cried,
 Boo-hoo, boo-hoo,
"I wish I was an owl at night,
I'd keep my eyes so round and bright.
I'd stay awake till broad daylight,—
 Boo-hoo, boo-hoo!"

A solemn owl upon a tree,
 Tu-whit, tu-whoo,
Sat nodding, oh, so sleepily,
 Tu-whit, tu-whoo,
"I'd like to be a boy," he said,
"To creep into a downy bed,
And pull the covers o'er my head—
 Tu-whit, tu-whoo!"

CURRENT REPORTS AND PROGRESS SIGNS OF THE KINDERGARTEN MOVEMENT.*

The **Chicago Kindergarten Club** has started, with renewed energy, upon a new year of work, aiming, as in the past, to reach the problems of its members. The first meeting of the new year was held on Saturday, October 8, and was open to all friends of the kindergarten; and as a proof of friendliness the meeting was very largely attended. Upon entering the club room, the tea-tables decked in "fine array," and "sprinkled with blossoms," greeted the eye, and promised refreshment for the body, as the program for the day promised refreshment for the mind. The meeting was called to order at 2:30 p. m. by the president, Miss Mary Jean Miller, who addressed the club briefly. She spoke a few words of greeting, referred to the long life of the club (this being its sixteenth year) and the change in its methods since its beginning. After the applause which followed the president's remarks, the minutes of the last meeting were read by the secretary, Miss Alice Pratt. The subject for the day, "Children's Interests, Materials," was introduced by Miss Jessie L. Green, who replied in part to the questions under that topic, viz., Observations of children undirected; selection of materials. Ages three to four, four to five, and five to six.

2. How have these observations been applied as occupations in the kindergarten?

3. What materials brought to children have proved of interest to them?

4. Give practical illustrations of use of this material, directed and undirected.

Among others who read papers replying to these questions were: Carrie W. Barbour, Clara Louise Strong, Marion Cookinham, and Anna McLaury. Materials brought to children that had been used successfully in the kindergarten were shown and explained, stock in wood and cardboard being most in evidence.

This exhibition developed a discussion regarding the values of kindergarten and outside materials. In the discussion all are at liberty to express an opinion. In fact, discussions are sought, as it is through this diversity of opinion that the kindergartner grows in work and in wisdom. It is not the aim to make these discussions a means of settling contested views, but merely to give them voice, and the individual must decide for herself whether to adopt or discard. Among those to give the club the benefit of their views on the subject in question were: Mrs. Alice W. Putnam, Mrs. Mary Boomer Page, and Miss Anna Bryan. Tea and conversation followed the formal meeting—a part of the program that calls forth the efforts of the social committee, and in fact of each member of the club, for it is the duty of each member to be a social committee, and to see that no one is allowed to feel herself a stranger.—*Charlotte L. Stiner, Cor. Sec'y.*

The **Philadelphia Branch International Kindergarten Union** held the first autumn meeting October 4, 1898, in the Girl's Normal School

*Reports of kindergarten training schools, clubs, and associations, in short, whatever is of historic interest to the kindergarten profession is welcomed to this volunteer department, subject to the discretion of the editor.

Building. Anna W. Williams, the president, opened the meeting with an address regarding plans for the coming year. Miss Williams has very kindly consented to continue to lead, during the coming season, the classes in the study of the gifts which she organized last spring. These classes meet once each week and are open to all members of the union. The attendance at all classes so far has been extremely large, as after having participated in one, no teacher or student willingly absents herself from any of the others, of such interest and value are they. During the business part of the meeting, the society accepted, with much regret, the resignations from office of Miss Bessie Coulter, treasurer, and Miss Emilie Jacobs, home secretary. The vacancies thus created were filled, also two more members were added to the executive committee. The officers of the P. B. I. K. U. are now as follows: President, Miss Anna W. Williams; vice-presidents, Mrs. L. M. Van Kirk, Mrs. C. M. Barber; treasurer, Miss Florence Jenkins; recording secretary, Miss Adele Mackenzie; corresponding secretary, Mrs. Zella N. Parker; home secretary, Miss S. S. Rawlins; executive board, Mrs. Constance Mackenzie Durham, Miss Geraldine O'Grady, Miss Anna Gilchrist, Miss Helen Grice, Miss H. H. Hering, Miss R. L. Van Haagen, Miss Fanny S. Law, Miss Mary Adair, Miss Bertha Klein. At the conclusion of the business original papers were read by three of the members. These papers were evidently the results of keen observation, insight which sees back of the outward manifestation united with much study and thought. The first paper was, "The Psychology of the Language of Children," by Miss Bertha Klein. In it she stated that the study of the child's language, even before his first "ma-ma" and "da-da," will reveal to us his powers of sensation, perception, judgment—it will, in fact, give us an index to his mind development. She then gave several illustrations in support of this idea, and quoted in this connection the opinions of such authorities as Froebel, Miss Blow, Preyer, Taylor, Max Muller, and others. The next paper was "The Necessity of Relationships," by Miss Zeta Cundey. She said: "The reason why much of our knowledge makes no lasting impression on our minds, is that so much which we attempt to take in is isolated and received in a haphazard way, without any relation to what is to come after or what has gone before." Continuing, she stated that in order to "understand one mood of the child or one phase of his life, we must know all the stages through which it has passed; and also we must know the whole history of the race and its different phases of development." For the sake of convenience she divided the history of the race into four stages—activity, imitation, symbolism, and creation—and compared primitive man and the child in each of these stages. Finally she traced the idea of relationships—of continuity—as it is and as Froebel intended it to be found in the kindergarten.

"The Feeling Stage in Mental Development," by Miss Virginia B. Jacobs, was the last paper read. Miss Jacobs introduced her essay by showing that "the essential points of the new psychology were already embodied in Froebel's philosophy," and did we rightly study and interpret the old psychology, we should have little need to exchange it for the new. "In the earliest period of child life as in the life of the race," she continued, "the physical and emotional predominate over the thoughtful and intellectual natures, which leads us to speak of the individual or race as being in the blind intellectual or feeling stage." She showed that many of the child's instinctive acts and desires are for the purpose of developing the senses, therefore the best education should strive to "train the senses to know and appreciate the beautiful and the good" at the beginning of life, and so raise his later standard of morality. Froebel's games, simple activity at first, show that he realized the necessity

for action first, and language afterward, the physical and emotional stage before the intellectual.—*Zella Nicholson Parker, Cor. Sec'y.*

Kingsley House, Pittsburg Settlement.—Four years ago we came and established ourselves at the new settlement, with a great desire to live as fitting residents of a "house by the side of the road." Our faces and attitude betokened friendliness, and the little children along the street discovered it first. I always like to think that the children recognized us as their own at once, and from the first slipped their grimy little fingers into ours and trotted along beside us quite content. At the first street crossing they might leave us, but we were sure of a cordial greeting the minute we might reset our foot within the precincts of "Polish Row." They never said much, but their eyes beheld us, spiritually and materially, and a brilliant bit of color about our gowns would be sure to win an approving pat or stroke if the small hands could reach it, and we would hear an enthusiastic "nice, nice!"

The Polish children were our first friends, but in four years a settlement kindergarten is subject to many changes, and our morning circle now embraces many nationalities. By degrees, through friendly visits and entreating notes (which having often to be interpreted, are therefore of importance), the children in the kindergarten have been sent quite regularly, and often an older brother or sister comes for a while and sits with us. Great was the joy one morning when Natie's father came to visit us, bringing his cobbler's tools, and great was the pride of Rosy, whose worn little shoe he patched. The spirit of the "Target" was still upon us, and pennies appeared from pockets and warm fists, but the cobbler begged instead for a pair of blue paper shoes, which we folded for him on the spot, and which hang in his little shop today. How could he help but be a loyal friend to us after that morning! Our community feeling is growing, and the influence of the kindergarten as a part of the settlement is beginning to show results.

The interest at mothers' meetings, which are held monthly, is expressed not alone for the lovely pictures, the children's cabinet collection of stones, shells, family of star-fish (sent by one of the children who moved to a seaport town), birds' nests and grains, or large aquarium, but in the real understanding of and feeling in the games. We invite the children in order to secure the mothers' attendance, as few could come otherwise. I was very pleased when one mother who has never missed a meeting, asked me for "Children's Rights" to read. We often end our afternoons with a Virginia Reel, and only the initiated can understand that delight; truly the kindergarten is a place for the renewing of youth. Going down a flight of steps one day into a dirty kitchen I found my sturdy Elsie scouring a fine clean spot on a wretched table, and singing about the "Jingle Knights." Her mother asked "What was Elsie driving at?" And when I had told her about our Knights' story, she said: "Oh! she's been sayin' as how you'd ask her to be a knight tomorrow, seein' as she was helpin' her mother—poor lamb." Ah, what a mettlesome steed Elsie rode next day, and what a knight was she! May that faith in justice never leave her, and may that faith in eternal goodness endure forever, which prompted one small lad to exclaim one day after a round-about conversation on Easter: "Why, yes; I know! You plants little seeds and they comes up flowers; and you plants folks and they comes up angels."

The kindergarten means in the true sense *home* to many of our children. Here, in this bright room, cheery in spite of glooming clouds of smoke all day, are the things dear to their hearts; the birds, the fishes, the cuckoo clock, the "story" pictures and doll, and families of stuffed

calico cats and chickens to fondle and love. So what wonder that at night we hear tapping fingers at our window panes, and small voices begging to come in and sing; and big brothers and sisters come too, and perhaps a father or mother, and we all sing together for a little while, and it is the "family, family" that Froebel longed for and called for as the keynote of love and service to mankind.—*Harriet Buswell Osgood.*

Report from Cleveland, Ohio.—These are busy days for the kindergartner, and Cleveland has her share of industrious workers. At "Lend a Hand" Mission we find Miss Cheshire in a bright and attractive room with many happy children; Miss Thayer has a large attendance at "The Louise"; Miss Katherine Banning is at the Wade Kindergarten; Miss Daisy Trace, director at the "Friendly Inn"; Miss Clara Stebbins at the "Alta," and Miss Effie Gerold at the Orphan Asylum. Very interesting is Miss Ellen Taylor's work as kindergartner for the deaf in the Rockwell public school. Miss Taylor brings much to her work from her previous experience in the Chicago public schools for the deaf.

In the settlements the lines of the work for the winter are hardly under way aside from that of the kindergarten. At Goodrich House, which is so complete in every respect, we find a most beautiful kindergarten room. The pictures on the tiling around the open grate must be a daily source of delight to the children. Miss Woodward, the director, has a larger enrollment of children than last year. Upon the bulletin board can be seen the list of clubs reorganizing with growing memberships. A glimpse into the gymnasium disclosed to view full equipment for physical development, while the stage at one end of the room told that entertainments of a dramatic or musical character were of frequent occurrence.

The kindergarten at Hiram House has outgrown its quarters, and an empty store room in a block near by has been secured for the purpose. A unique sight it was when the children were seen marching down the street in a very much broken column, each child carrying a chair more or less suited to his size. The nursery and kindergarten have previously been in the same building, and the two-year-olds watched the departure of their neighbors with questioning faces. A new feature of the work at Hiram House this year will be publishing of a bi-monthly paper, the *Hiram House Life*. The first issue will come out in November. The recent visit of Percy Alden, of Mansfield House, London, to the settlements was a source of inspiration to all who were so fortunate as to listen to his informal talks. Mr. Alden was returning to London from a trip around the world, and he gave items of interest concerning settlement work all around the circle.

Child Saving Institute is the name of an institution of beneficence in Omaha, Neb., under the direct care of Mr. A. W. Clark, one of the secretaries of the National Conference of Charities and Correction. The work of the institute aims to be chiefly preventive, and occupies a two-story brick building with vacant ground on all sides of it, with plenty of light and ventilation. The gymnasium and lecture hall is fifty feet square. This is used also for Sunday-school and other meetings. The reading room and library is 25x50 feet. The upper part of the building has a large corridor and reception room in the center 24x34 feet, with skylight above. Social gatherings, club meetings for girls, small children's parties, etc., are held here. This is surrounded by fourteen other rooms—all outside rooms, to be occupied by day nursery for babies, temporary shelter for homeless children, and by those engaged in the work of the institute. The *Institute Bulletin* makes the following statements of general interest:

"Reports show that about 200,000 boys and girls are arrested annually in less than one hundred American cities. We must save the boys and girls from becoming criminals.

"A score of boys have requested training in wood carving and in other lines of manual training. At the recent educational convention it was impressed as never before in such a convention, the great need of manual training in our modern system of education. A prominent citizen of Omaha urges that this be taken up at the institute at once. A building is needed in the rear of the present structure in order to carry on this work properly. If one of the small structures at exposition grounds could be donated for this object a good work could be done. Anyone who wishes to provide one bench for a boy can do so at a cost of \$5. We need \$50 worth of tools. The High School of Omaha provides for seventy-five boys in manual training, and in this our Board of Education is to be greatly commended, but what about the many hundreds of boys who never reach the high school and who most need manual training? It is our plan to proceed with the work as rapidly as means are provided.

"Many mothers in Omaha are the breadwinners for the family. It is often necessary to leave home for a day's work—what shall be done with the baby during the day? This has been asked by many a mother, and because there was no answer, there being no day nursery for babies in the city, opportunities for work were lost, and in some cases children were given away for adoption and homes broken up. A nominal charge of ten cents a day is made when parents are able to pay it. This new department of our work helps to meet a long-felt want of Omaha."

Mr. Clark is bound to have a free kindergarten, and is bending every effort to bring this about. Why not secure the help of the railroad men, who center in Omaha by the hundred, and call it the "Railroader's Kindergarten"?

Buffalo News Items.—Miss Loie Palmer has been appointed director of the kindergarten in the school of practice in connection with the Buffalo, N. Y., Training School.

The Kindergarten Union, of Buffalo, N. Y., will hold the first meeting for 1898 and 1899 in the city school of practice on the second Thursday of November. Extracts from "That Last Waif, or Social Quarantine," will be read and discussed by the members.

A number of Buffalo, N. Y., kindergartners chartered the steam launch "The Glance," for a trip on the Niagara River and the Erie Canal. The day was an ideal one for October, with blue, cloudless sky, and summer warmth tempered by a gentle breeze. The farm homes bordered with dahlias, four o'clocks, and asters looked cozy in their orchard nests, while the rosy children and sleek cattle proved love and careful management by the heads of the households. The orchard trees were burdened with fruit showing varied tints of red, yellow, and green. At one barn was heard the whir of the threshing-mill and the joyous talk of the workers, while the golden sheafs were separated into kernels and straw. The willows, maples, oaks, beeches, and poplars proclaimed the glories of color in their ripening foliage. The tiny brooks as they fell over the stratified rocks into the canal formed fairy-like mirrors, wherein lurked little rainbows which occasionally appeared to the watchful kindergartners. The Glance let off steam at Lockport above the locks, and the kindergartners, by the courtesy of the owners, passed down and up the locks on regular canal boats. It was an interesting and educative little trip for the visitors, who went down and up the natural incline which necessitated the construction of the wonderful aids to transportation

and commerce. The stars shone brightly before the little steamer reached the starting place and landed the happy group, who separated for their homes, without having had a shadow to mar the brightness of an ideal outing.

Child and Home Department is the name of an influential section of the Evanston, Ill., Woman's Club, with Mrs. Kate V. McMullen as chairman. An auxiliary department is conducted by Mrs. Richard H. Wyman for Mother-Study. The program for the eight monthly meetings is announced as follows:

1. The Kindergarten: Why do we send our children? How can we best supplement the work?
2. The Kindergarten Mother, by Mrs. Alice Putnam.
3. The Christmas Spirit: How can we spread it and help the children to feel it?
4. The Kindergarten Nurse, Miss Fanny Chapin.
5. Children's Companions: How can we control them?
6. Cardinal Home Virtues: How shall we cultivate them in the home?
7. Nature Study. "Would God some one had taught me when young the names of the grasses and constellations."
8. Retrospect: There is no Sculpturing Like that of Character."

Bird-Study Prizes for Pupils. In order to stimulate interest in bird life, the Audubon Society of Madison, Wis., offers the following prizes to the pupils in the schools of the city.

1. To the pupils in each school a prize of One Dollar for the best written description of what has been observed by the writer, of birds in or about the city, English sparrows excepted. The paper must not be more than five hundred words in length, and must be handed to some teacher in the writer's school during the first week in December. No school will be allowed to compete unless there are at least five (5) contestants. The papers will be ranked according to the original material they contain and the skill shown in using it.

An additional prize of Three Dollars will be given to the pupil presenting the best paper in the entire city.

2. A prize of Five Dollars is offered to any pupil in the schools of Madison who presents the largest list of birds' nests (except those of English sparrows) counted in some well known locality near the city, such as the University grounds, Eagle Heights or Forest Hill cemetery. The nests are not to be disturbed, and each list of nests will be verified by judges appointed for the purpose. The lists must be handed in to some teacher in the school by the fifteenth of November, and the prize will not be given unless there are at least seven (7) contestants.

Prize for second best list: Chapman's "Birds of Eastern North America."

Prize for third best list: McClure's "Bird Neighbors."

New York Playgrounds.—The following report is condensed from an account given in the New York Normal College *Alumnae News*:

"Eighteen playgrounds were thrown open to the children of the city this summer by the New York Board of Education. A visit to one of these was a source of much pleasure one hot afternoon. About five hundred children, ranging from infants of two or three years to girls of sixteen or seventeen, were busily engaged in play. The first thing that attracted my attention was the so-called 'Coney Island' group. Some forty children were so absorbed in their play in the great sand heap that the corner devoted to them was the very quietest as well as the busiest

in the great schoolyard. The absolute absorption of the children in their miniature sand heaps, tunnels, and fortifications left not the slightest need for supervision in that corner. A noisy group in another corner brought to view the great portable swings and see-saws provided by the board. Not for one moment are either swings or see-saws given over to idleness. Lines of waiting children watch the monitor's face, anxious for her verdict that now it is their 'turn.' Everything is taken good-humoredly. Tumbles and bruises are part of the fun, so they come fairly. There is much scrambling, but no quarreling. The tones are not those of the schoolroom, neither are they the shrill, screaming, quarrelsome tones of the street; but there is a wholesome loudness indicative of youthful lung power, and readily curbed. Just how many boys a teeter-ladder is supposed to amuse at any given moment I do not know. Certainly the Brownies that controlled those in Miss Brackett's yard worked them to their utmost limit.

"After all, perhaps, the directors will learn more than anyone else. Certainly their opportunity is unique. Here children may be studied in their play, free from all ordinary schoolroom restrictions. One cannot help realizing how much more opportunity there is in play than in school work for the inculcation of those traits which are going to stand a man in greatest stead in his relations with other men. A strict sense of justice, a regard for the rights of others, courtesy, self-sacrifice, care for the younger—all these and many other things are being learned unconsciously in the summer playgrounds.

"Associate Superintendent Stewart, chairman of the committee on summer schools, sent kindergartners to the recreation piers. One hot day in August we sought the refreshing breezes of the East Twenty-fourth street pier, and a book could not tell all I saw in even one afternoon. A ring began to form at the river end of this splendid pier where the breezes were coolest. It was a wonderful ring. It never was too large to admit another, and yet another. It was made up of clean children and dirty children, little boys and big boys, babies and teachers. Every child in the magic ring had surely learned somewhere (it was not difficult to guess where) the pleasure of giving, for every straggler on its outer limits, even to the cross, crying baby, was invited to join. Did an unconscious little tumbler get within the ring, and seat himself just where he was most in the way, in place of being forcibly ejected, as is street rule, the ring just moved a bit and let him continue his own master. When he grew tired of playing alone, he joined the rest. I have watched many crowds of children playing, but I have never seen a crowd of fifty or sixty play as comfortably and with less friction than did those little street gamins of the east side; and I was perfectly sure that the unseen influence had been emanating for weeks past from those three quiet figures who joined in everything the children did, and guided with as little outward show of authority as could well be imagined. The teachers, the children called them; they were the kindergartners provided by the board.

"Not only children found pleasure and comfort on the pier through the long, hot days of summer; men and women were there, aged grandfathers and palsied grandmothers, men out of work and women overworked, to judge by the great families of children who claimed them as guardians."

The Galesburg (Ill.) Kindergarten Normal School had its origin in a small private kindergarten opened in 1879. The principal, Miss M. Evelyn Strong, was trained both as a kindergartner and as a training teacher in Miss Alice Chapin's kindergarten training school in Indian-

apolis, Ind. At the time of the opening of this school, kindergarten instruction was understood by few, even among educated people, and consequently its growth was slow. During the first two years the school had various homes, after which it was pleasantly located in the Old First Church Chapel, where it continued five years. In response to the desire of public school teachers a class in kindergarten methods was formed to meet on Saturdays. Out of this grew the Normal Department which was established in 1886. The Christian Church was purchased at this time to meet the demand for larger quarters. This building was altered to suit the needs of the school. In 1895, after being partially destroyed by fire, it was rebuilt on a larger and improved scale. It is now an excellently equipped home for both the kindergarten and the normal school. In 1891 the need of a free kindergarten for the poor became so apparent that a branch school for this purpose was established. This school was immediately placed under the management of an association composed of members from the various churches of the city. Through the efforts of the ladies of the association and the generosity of the citizens of Galesburg, it is now established in a permanent home owned by the association. In this department the pupils of the normal class are required to do a part of their teaching and are offered an excellent opportunity to become familiar with the free kindergarten work. Kindergartens have not as yet been made a part of the public instruction, yet the public schools and the kindergartens are in hearty sympathy, and graduates from the normal may be found in every grade of the public schools of Galesburg.

During the present year the enrollment in the kindergarten has been fifty-nine, and the interest in the training of children under six years is steadily increasing. The most encouraging feature of this department is that the majority of the children enrolled complete the entire three years' course, thus enabling us to demonstrate the benefits of real kindergarten work. The Advanced Department is the outgrowth of the kindergarten. In the first years of work there were so few pupils in the kindergarten that it was necessary from a financial point of view to retain the primary pupils; and, as years passed, it was found advantageous to keep those who wished to remain, that the practical workings of kindergarten methods might in this way be proven. No pupil is admitted to this department who has not been a pupil in the kindergarten. The work done in the various grades corresponds to that of the same grade in the public schools. Pupils have been prepared to enter the public school or Knox Academy, according to the desire of their parents. We believe that it is an advantage to every kindergartner to understand grade work. We desire every member of the normal class to teach in the Advanced Department, and we make it possible for every student to do this teaching at some time during her study course. During the past year a course of lectures on Froebel's Mother-Play Book was conducted by Miss Minnie M. Glidden, of Pratt Institute. Miss F. Lilian Taylor, a training teacher in the Galesburg public schools, is the instructor in psychology and primary methods.

Denton J. Snider is conducting a course of lectures on Dante, under the management of the Chicago Kindergarten College. The circular announces that the course will give comprehensive reviews of the great master poet of the religious world, presenting clearly the moral nature of man as it is expressed in the symbols of art. Dante has for six hundred years been the great source of artistic and literary culture of Christendom, and is of special value to those who realize that the greatest truths of life can only be presented to the child in symbolic form. It

will be especially helpful to Sunday-school workers and writers of children's stories. In connection with this course Miss Elizabeth Harrison has sent out a four-page circular telling the value of the study of Dante to mothers and kindergartners. The following paragraphs will indicate the line of her able argument:

"The 'myth' has always been the great educator of the race. The mighty prophets and seers of the past ages have ever made use of it as a means by which to express God's messages to mankind.

"In fact, almost all of the kindergarten songs and stories and games have in them an inner or symbolic meaning. They not only teach to the child the facts of the world about him, and guide him to observe accurately such properties of matter as form, color, number, position, size, etc., but they give to him much deeper, more significant impressions of higher things.

"One can see, at once, the direct connection between the study of the great poets of the world—there are not more than half a dozen of them—and the nursery and the kindergarten. The mother-heart of the race has instinctively felt this connection, and the folklore of the ages has been handed down to us in nursery tale and childish legend. But the educators of older people do not always make use of pictured form of truth.

"I know of no study more helpful to mothers than this same study of Dante. The nature of every sin is pictured forth by its symbolic punishment. The sharp distinction between sins of impulse and sins of intent is made, and the close connection of the will power with right and wrong doing is clearly shown."

The Passing of Mrs. Rebecca D. Rickoff.—The following tribute comes from Dr. Jenny Merrill of New York, to Mrs. Rebecca D. Rickoff, an old and faithful friend of the kindergarten, whose death occurred in the late spring:

Mrs. Rickoff was perhaps best known through her epoch-making reading books for the little ones. The appearance of her colored primer and beautiful reading chart (commonly known as Appleton's) marked a new era in the making of readers, for such artistic pictures, such bold print, so many interesting devices had never before been presented in a child's reader. It is said that their sale was phenomenal, reaching into millions in a short period. Later appeared Mrs. Rickoff's Supplementary First Reader, always a favorite of mine, beginning in true kindergarten fashion with a home picture. The phonic work in this book appealed to the child by introducing not only familiar but beautiful associations, as the "home" sound of o and the "moon" sound; the "star" sound of a, etc. Surely it was a rare woman who lifted even the phonic drill to the heavens. But then, she was the daughter of an astronomer, and in her childhood spent many hours with her father in his observatory in Cincinnati. Mrs. Rickoff was one of the earliest advocates of the public kindergarten in Cleveland, where her husband was superintendent of schools. In the early days of the New York Free Kindergarten Association Mrs. Rickoff was proposed as manager, and gave an able address at Chickering Hall at one of our public meetings. One incident which she then related of her own little son illustrates how fully she realized what the social side of the kindergarten means for children who have no playmates. Mrs. Rickoff said that as a young mother she had been striving to follow Froebel's motto, "Come, let us live with our children." One day she went out with her little son to play in the snow, even trying to enjoy his sled with him. She did all but get down upon the sled, yet it was not enough. The little fellow said, "Oh, Mamma, I

wish you were little, so you could get on my sled with me!" Mrs. Rickoff thus found that after all a mother can do the child still craves child companions of his own age. This is indeed one of the great pleas for the kindergarten—one which I have found holds when all others fail. Mrs. Rickoff was a type of the ideal wife, mother, and social leader, thus becoming an educator in the widest sense of the term. Although a teacher by name for only one year, she worked side by side with her husband both East and West, in Boston, New York, Cleveland, Yonkers, San Francisco. Their voices were heard together in the council of the National Educational Association. I remember her plea in Chicago at the N. E. A. for manual training when advocates were not as many as they are today. The latter years of Mrs. Rickoff's life were clouded by the sad drowning incident which took from her that son grown to an honorable manhood, and seriously impaired her health. I regard Mrs. Rickoff as one of the noblest women I have ever met. Her work for the kindergarten was the more effective because of her broad outlook. She did what so many of us neglect to do; she cultivated social relations both at home and in Europe. She honored us; let us honor her by a loving remembrance.

Important Kindergarten Arguments.—The Chicago Board of Education has recommended modifications of the kindergarten as follows: Two daily sessions be made the rule; eight months instead of ten; hiring cadets at \$1.00 per day in place of regularly paid assistants. The public kindergartners of the city met these encroachments by petitions and resolutions as follows, preventing the institution of all three measures:

"To the Chicago Educational Commission: "CHICAGO, June 2, 1898.

"GENTLEMEN: Knowing it is your intention to consider among other subjects that of the kindergarten in connection with the public school, and being apprised of the fact that many of the principals have discussed and even recommended two daily sessions of kindergarten in our schools, we beg to submit the following protest from the association of Chicago Public School Kindergartners. The kindergarten teachers of the Chicago public schools do, as a body, protest against two daily sessions of kindergarten for the following reasons: First, because the quality of the work would necessarily be lowered. Second, because the vitality of little children is much lower in the afternoon. We are told that it is the natural life of the kindergarten, the creative, constructive, and developing life that makes it valuable in education. To bring about this natural life in the schoolroom, and prepare work that is always developing, the teacher must be fresh and alive; she must have time to grow as well as recuperate, for the younger the children the greater the demand upon her vitality; and we all know only too well how the teacher's state of mind or body is reflected in her pupils. Under present conditions the kindergartner may meet the demands made upon her; she may visit the homes and hold mothers' meetings, thus helping to establish the very desirable, 'closer relation of home and school,' for the fifty kindergarten mothers may be the mothers of one hundred and fifty or two hundred children in the higher grades. Now two daily sessions means doubling the work; it means one hundred instead of fifty children to study. It also means that the teacher will be deprived of many opportunities for the necessary growth, preparation, and outside work that makes the kindergarten as it stands today an important factor in our system of education. And since two daily sessions would necessarily lower the quality of this work very materially, we therefore ask you to favorably consider our protest.

"Very respectfully, KINDERGARTEN COMMITTEE."

"CHICAGO, September 19, 1898.

"Two arguments are presented in favor of this resolution. First, it is designed to put the kindergarten teacher on the same footing with other teachers entering the schools. Second, need for retrenchment.

"The following statements would seem to offset these arguments.

"A grade teacher is required to have one year's training (which is provided by the Board of Education) before she is eligible to a position.

"The kindergarten teacher must have two years' special training at her own expense.

"The grade teacher immediately upon passing the examination is appointed as a cadet at \$1.00 per day. She may only assist in the principal's office, but has the privilege of substituting when regular teachers are absent, for which she receives \$2.50 per day.

"The resolution in question provides that the kindergarten teacher, upon passing her examination, cannot be appointed as a cadet at 75 cents per day unless there is a vacancy in some kindergarten, and she has no opportunity to substitute.

"In other grades there are hundreds of openings to one in the kindergarten. Last year there were but sixty-two kindergartens in our schools. Now that means sixty-two assistants in line of promotion, or sixty-two new kindergartens before a teacher entering now can hope for a position as director. In other words, it means the cadet appointed September, 1898, may be forced to serve in that capacity until September, 1901.

"Heretofore the number of kindergartens opened in one year has never exceeded fifteen, and since the appropriation for that purpose is so limited we can hardly expect them to increase very rapidly.

"The statement has been made that it costs more to keep a kindergarten child in school than it does a high school pupil for the same length of time. It hardly seems necessary to combat this statement. But let us carefully consider all the expense connected with the primary and grammar department and see if the difference even here is not in favor of the kindergarten.

"In the primary room where there is but one teacher, half the children are dismissed at eleven fifteen in the morning and two fifteen in the afternoon. In rooms where there are two divisions, each division being in school three hours per day, there are two teachers in charge, each receiving a maximum salary of \$1,000. In addition to this there are supervisors in drawing, music, and physical culture, and special teachers in German, manual training, and domestic science to assist the regular teacher. To this add the expense of their training and the money paid to cadets and substitutes. Surely this will more than balance the expense of the kindergarten.

"It is our purpose to keep the standard of kindergarten work as high as possible, fully realizing the importance of a firm foundation; and we can hardly expect the best teachers after their long preparation will be willing to come into our schools and teach indefinitely for \$1.50 per year. Very respectfully, KINDERGARTEN COMMITTEE."

"CHICAGO, September 28, 1898.

"To the Members of the School Management Committee of the Board of Education:

"LADIES AND GENTLEMEN: Realizing the desire of the members of the Board of Education to better the condition of the Chicago public schools, and your recognition of the kindergarten as an important factor in our schools, we beg your consideration of the following:

"To meet the demand for additional kindergartens, for which it is said there is not a sufficient appropriation, we are told that your com-

mittee is asked to recommend the closing of kindergartens during the months of January and June. The arguments offered in favor of this change are: First, the attendance for the months in question is not full. Second, that it is "too cold for the little children to attend kindergarten in January and too hot for them in June."

"Our records will show that the average attendance for these months compares favorably with that of the rest of the year, and also with the attendance of the children who are in the first grade. The weather in June is quite as favorable for the children's attendance as that of September, and each month's work seems essential in its place. The break in mid-winter would be no less detrimental to the effort which the kindergarten makes to lead the child into regular habits and continuity of interest, which is so important in the later and more conscious work of the school. To the kindergarten it means a serious cut in her salary, deeper and farther reaching than that which was proposed, viz., the appointment of cadets at \$15 per month in the place of paid assistants as now.

"The maximum for a director, which could not be reached by anyone until the year 1900, would then be only \$560 per year. It has been said that for these canceled months the kindergartners could find other employment. We cannot believe that your committee, being familiar with business principles, would for a moment consider this either practical or possible, and so pass it over in the assurance that your action last May was in good faith, and that we on our part entered into our work this year in that belief.

"We regret exceedingly that we feel it necessary to trouble you so often about these matters. Yet while the kindergarten is being more and more demanded by the public as an integral part of education, which has the indorsement of prominent men and women who have given much thought to its principles and methods, it still lacks the element of permanence in this city, and it can never take its proper place until its teachers receive from you the treatment which you generously accord the better established work of the grades.

"We trust that time and faithful, intelligent work will aid in making such adjustments as seem wise and best for all in this most important field. Very respectfully yours,

KINDERGARTEN COMMITTEE."

MISCELLANEOUS NEWS OF KINDERGARTEN PEOPLE, BOOKS AND EVENTS.

Notes and Suggestions on Schoolroom Decoration is an artistic as well as enterprising pamphlet issued by the Boston Public School Art League. In addition to the matter relating to the purposes and organization of the league, there are full descriptions of the schoolrooms as decorated by the league, and valuable lists of suitable pictures and sculpture pieces by Mr. Arthur A. Carey and Mr. Walter G. Page. "It is the ideal of the league to make the schoolhouse a temple worthy to receive, and fitted to inspire the children of all the people to the dignity of free citizenship in the republic." The appendix is made valuable by the printing of letters from citizens who have become interested in the movement, which means, citizens who are committed to the high desire "to somewhat ennoble the surroundings of school life, to give to the children a glimpse of a finer world." The league has the following to say of the tinting of school walls: "A consideration of the subject of wall-tinting led to unexpected results, namely, that the glaring white of the walls of our schoolrooms was not only *inartistic* but actually injurious to the pupils' eyes, straining and weakening them; and further consideration led to the welcome fact that art and hygiene were here at one, namely, that the tints which would rest and please the eye were also those which were most artistic, such as soft gray-greens or delicate shades of dull blue, while for halls and corridors terra cotta tones afford a contrast to the class rooms. Tints should be laid on in flat washes, the depth of color used should depend upon the lighting of the room; ceilings must be tinted, as they reflect light. In general, thus, the tints are to be selected according to the situation of the room and the lighting of it. Not every city can have an Art League to assume such desirable responsibilities, but every hamlet has a woman's club that might well spend its missionary zeal in this municipal direction. The secretary of the Boston league is Walter Gilman Page, 90 Westland Ave., Boston.

Defective Articulation.—At a midsummer conference in Boston devoted to "Expression," Dr. George W. Shinn made the following statements: "Among all families where any degree of refinement has been secured, there is a large amount of attention paid to personal appearance, cleanliness, dress, and good manners. Why is it that the voice, which is so essential to one's well-being, is so neglected? Very few young people have good voices; many of them are sadly defective,—nasal voices, harsh voices, rasping voices, are very common. Defective articulation is so common that it is rare to find a child articulating well. The breathing is imperfect. Rarely do we hear proper production of tone. Children find very little encouragement from their parents, and hear very much that is decidedly incorrect. What is the remedy for these defective voices? First, spread the view that it is possible for every child to have a good voice. Second, spread the view that the training of the voice does not produce artificiality. Third, insist upon it that a mean voice, a harsh voice, a poor voice, is a defect. We feel very sorry for a man who has lost an eye, who has received a sword-thrust; these things cannot be remedied. But we ought not to be sorry for him who spoils the comfort of those around him by continuing a voice which might be improved."

"Kindergarten and Child Culture Papers" is a volume of Froebel literature, kindergarten history, and educational grist, that should have a foremost place in every teacher's working library. The valuable articles secured and published by Dr. Henry Barnard in the early beginning of the kindergarten movement are still to be counted as "fountain-lights" of pedagogy. Among the eminent contributors to this volume whose names have already passed into permanent history are: Elizabeth Peabody, Joseph Payne, Baroness Marenholz Bülow, Rev. Stopford A. Brooke, Madam Henrietta Schrader, Madame A. de Portugal, Mrs. Maria Kraus-Boelte, Miss Susan E. Blow, William T. Harris, Mrs. Mary Peabody Mann, Miss Emma Marwedel, and Rev. R. Heber Newton. This volume is a library in itself, being 8vo, 480 pages, with full index. The revised edition \$3.50. Address Henry Barnard, Hartford, Conn.

THE Prang Educational Company (Boston, New York, and Chicago) announce for early fall publication two new volumes of special interest and value to teachers and school superintendents.

"Egypt, the Land of the Temple Builders," by Walter Scott Perry, director of the Department of Fine Arts at Pratt Institute, Brooklyn, N. Y. The author's purpose in this book is to convey to the reader, through descriptive text and many illustrations, a clear, though general idea, of the Art of ancient Egypt. The book is intended primarily for teachers and for students of art history, who have not time for an exhaustive study of the subject. Successive chapters trace, along evolutionary lines, the origin and development of Egyptian architecture, sculpture, painting and decoration, as revealed by the light of modern research and personal study. Three hundred pages, with over 120 full-page illustrations, many of them from photographs made by the author.

"How to Enjoy Pictures," by Mabel S. Emery, with a special chapter on *Pictures in the Schoolroom*, by Stella Skinner, supervisor of art instruction in the public schools of New Haven, Conn. A book showing, by means of suggestive comment, question, and observation on a number of well chosen masterpieces by old and modern masters, how to get the greatest amount of pleasure and profit from photographs and other inexpensive prints such as are now accessible to everybody. Special chapters are devoted to the study of current magazine illustration, and to the explanation of modern processes of picture reproduction, photographs, half-tones, engravings, lithographs, etc. The section on pictures in the schoolroom is full of sensible and helpful suggestions about the choice and framing of pictures and the use of pictures, large and small, in connection with school work in art study, nature study, literature, history, etc. Three hundred pages, with 52 full-page illustrations.

THE rapidity with which vacation schools have been established by various cities is rather surprising, but the success attending the experiment fully warrants their more rapid extension. The September issue of *Municipal Affairs* contains an interesting article by Dr. William Howe Tolman, entitled "Recreation Plus Education," in which he describes the work of the vacation schools of New York during the past summer. Everyone interested in this new departure in educational work will find it very suggestive and interesting. *Municipal Affairs* is a quarterly, published at 52 William St., New York. The September issue also has a valuable symposium on "Women's Work on City Problems," reporting special philanthropic and educational work in the following cities: New York, Philadelphia, Boston, Chicago, New Orleans, Washington, Indianapolis, and Denver.

AN Ohio kindergartner, announces on her circular that children are received from three to seven years of age, and that the school is open from 1 to 4 p. m. Also that particular pains are taken to teach pupils to read with ease, expression, force, and naturalness. Has a mistake been made by the director in calling this school a kindergarten? A letter comes to the editor which reads as follows: "I am desirous of opening a kindergarten in this town, as there is none here. I have three children and not able to do hard labor. The favor that I ask of you is to send me the KINDERGARTEN MAGAZINE, and other necessary things and information, for my little children's sakes. I believe I can make a success and improve my health. I am very fond of children, and taught eight years before I married."

The Indianapolis Kindergarten Monthly begins its career as an educational magazine with the September issue. The object is to make it not only the organ of the Free Kindergarten Society and of the Normal Training School, but to present to parents and teachers articles bearing upon the training and teaching of children, stories, etc. The following persons will contribute to its columns: Mrs. Lois G. Hufford, Miss Charity Dye, Miss Anna Brockhausen, Mr. F. A. Manny, Mr. A. P. Winston, Miss Lydia Blauch, Miss Roda E. Selleck, Miss Eleanor D. Kirby, Mrs. Laura Sheldon Inman, Mrs. Laura B. Nash, Miss Susan Todd, Miss Elizabeth B. Pickett, Miss Anna M. Gould, Miss Winona Douglass, Miss Cornelia Bell, Mary L. Bass, and others.

A Lafayette Monument.—Commissioner General Ferd W. Peck has appointed all state superintendents of public instruction members of an honorary advisory committee on the Lafayette Monument Association. Funds for the erection of a suitable monument to General Lafayette are to be raised by popular contributions. His remains lie in a practically unmarked grave in a Paris cemetery. It is intended that the monument be built in time for unveiling and dedication on United States day, July 4, 1900, at the Paris exposition. October 19, the date of the fall of Yorktown, is to be designated as Lafayette day in the schools, and an admission fee to the exercises may be charged for the benefit of the monument fund.

MISS MARY BURT, author of "Literary Landmarks" and the well-known chart called "Child-Life," contributes a friendly, chatty letter to this number. Miss Burt is a rare combination of the childlike enthusiast and the farseeing reformer, and her annual summer trip to the continent gives her a fresh fund of interesting subject-matter in both of these directions. Miss Burt is a devotee to children and pets. Two flying squirrels were her recent housemates for an entire season, and the child's verses on another page of this issue, dedicated to the "Flying Squirrel," are the literal story of their life in a Bohemia New York apartment.

A PORTRAIT of Gabriel Compayre will appear in the November *Educational Review*, and will be accompanied by a paper on the famous French educator by William H. Payne. Other articles in the *Review* will be Kant's Theory of Education, by J. Lewis McIntyre; The Fine Art of Teaching, by Elmer E. Brown; The Kindergarten and Higher Education, by Nina C. Vandewalker; The Bible in Education, by John T. Prince; Three Years in the Life of a Child, by Mary F. Munro; An Inductive Study of Interest, by Mary E. Laing, and The Latin Author in French Schools, by Stoddard Dewey.

SNOMISH, Wash., has a kindergarten of thirty-six children under the direction of Miss Helena Proctor (of Miss Barnard's Training Class, Oakland, Cal.) and two assistants. This is the third year of work under the Snohomish Kindergarten Association, of which Mrs. N. S. McCready is president and Mrs. C. H. Bakeman secretary. Interesting and helpful mothers' meetings have been held, and an organized mothers' club is soon to take the place of these meetings, making more systematic study possible.

THE new River Falls (Wis.) Normal School has a large, airy room provided for the kindergarten, curtained windows, a piano, and every comfort. Forty children attend two daily sessions. Miss Lucy K. Peckham is in charge. Miss Wood, of Minneapolis, recently gave a story-telling evening at the normal, with the proceeds of which a frieze of art photography was purchased and hung in the kindergarten on a level with the children's eyes.

THE Mothers' Assembly of the state of New York elected at its recent meeting in Utica the following officers: President, Mrs. D. O. Mears, Albany; first vice president, Mrs. J. C. Mead, Oswego; second vice president, Mrs. E. H. Merrell, Syracuse; corresponding secretary, Mrs. Chase, Syracuse; treasurer, Mrs. Fannie Bailey, Albany; recording secretary, Mrs. Almon Hensley, New York City.

Hawaii and the Philippines.—Send four cents (in stamps) for an illustrated booklet issued by the Chicago, Milwaukee & St. Paul Railway, the direct route across the American Continent to the New Trans-Pacific possessions of the United States. Full of latest reliable information and valuable for reference. Can be used as a text-book in school. Address Geo. Heafford, Gen'l Pass. and Ticket Agent, Chicago, Ill.

OCALA, Fla., has a flourishing kindergarten and mothers' association. The latter numbers thirty members, and possesses a library, to which additions have been made at each monthly meeting for the past year until the choice volumes number twenty, besides the magazines and current literature. The work is largely under the inspiration of Miss Elizabeth B. Sharpe

MISS MARY J. LYSCHINSKA, formerly supervisor of the London infant schools, and an early graduate of the Pestalozzi-Froebel Haus, is at present the private secretary and companion of Frau Schrader of Berlin, and is engaged in translating from the German some of her valuable writings.

THE editor of *Harper's Magazine*, Mr. Henry M. Alden, has a daughter who has made a collection of over a hundred dolls, each doll representing a different nation and being made in that country. The collection is considered to be the most unique and finest of its kind in existence.

MISS FLORENCE H. LOOK, who is in charge of the widely known Florence (Mass.) Kindergarten, writes: "I am one of the original subscribers to the KINDERGARTEN MAGAZINE, and am glad of its success during the past decade and hope still greater may be its future."

MISS KATE L. BASSETT is the supervisor and training teacher in charge of the public kindergarten of Pomona, Cal., successor to Miss Ada M. Brooks, who is spending the year in post graduate study at the Chicago Kindergarten Institute.

It is to your interest to forward the names of new officers of the kindergarten club or association with which you are connected, as printed matter concerning the pushing of kindergarten legislation will be forwarded to all such.

THE daughter of Mrs. T. W. Birney, president of the National Congress of Mothers, is taking the kindergarten training in Washington, D. C., and the younger children attend the daily kindergarten at Chevy Chase, Md.

THE December issue of the KINDERGARTEN MAGAZINE will be to some extent a Charles Dickens number, bringing in full the first article written in English on the subject of Froebel by Charles Dickens himself.

MISS SUSAN E. BLOW has been delayed in filling her western lecture engagements because of the sudden death of a sister. She goes from Chicago to Toronto, and is giving great inspiration all along the line.

THROUGH the coöperation of Mr. Horace Fletcher, a department of "Social Quarantine" will be conducted regularly in the KINDERGARTEN MAGAZINE beginning with the December issue.

MRS. MATTIE LOGSDON-COULL has been elected supervisor of public kindergartens in Menomonie, Wis., in the place of Miss Bloss, who was married during the past summer.

MISS ISABEL LAWRENCE, superintendent of the Training Department of the Normal School of St. Cloud, Minn., has published a valuable book under the title of "Classified Reading."

MISS KATHERINE CLARK, formerly of Worcester, Mass., is at present filling the position of kindergarten training teacher in the new State Normal School at Providence, R. I.

PROF. GEORGE ADAM SMITH has made good progress with his life of Professor Drummond. The biography will be ready before Christmas and will be sold at a popular price.

THE Froebel Union of England offers two kindergarten examinations, an elementary and a higher. The latter presupposes three years' study and experience.

"The influence of the National Congress of Mothers must be sapped by neither fads nor theories nor dissensions for office."—*Mrs. Theodore W. Birney*.

IN selecting your books for social studies do not overlook "The Workers," by Walter Wycoff, Professor of Sociology of Princeton University.

MRS. CORNELIA E. JAMES, of Utica, N. Y., is the new principal of the Cincinnati Kindergarten Association Training School.

W. N. HAILMANN, late superintendent of Indian schools, is the new superintendent of schools in Dayton, Ohio.

THE Mothers' Club should be a source of inspiration rather than of intellectual development.

WORCESTER, Mass., has had public kindergarten work for seven years.



Fraternally Yours:
Horace Fletcher.

KINDERGARTEN MAGAZINE

Vol. XI.—DECEMBER, 1898.—No. 4.

NEW SERIES.

STORY OF SANTA CLAUS FOUNDED UPON THE LEGEND OF JEANE McARTHUR.

CECILIA E. CULVER.

ONCE upon a time there lived in a neat, snug little cottage, Karl, the blacksmith, and Gretchen, his rosy, blue-eyed, dimple-cheeked little wife, and the baby. Now there were many homes in which lived a father and mother and a baby, and in some of them a large number of children; but there never had been before, nor ever would be again, such a wonderful baby as was this one. I know this to be a fact, for Gretchen, his own mother, had made the assertion repeatedly, and who so competent to judge, I should like to know, as a baby's own mother!

This wonderful baby had been carried to the church at the proper time, dressed in a beautiful white robe made by his loving mother's hands, and, with the proper number of godfathers and godmothers, had been duly christened and given the name of Claus.

Across the road from the tiny cottage stood the shop where big, broad-shouldered, black-haired Karl made the anvil ring from morning till night, as he beat the red hot iron into horseshoes and wagon-wheel tires.

Gretchen was a busy, happy little wife and mother, for she had plenty of employment to fill up the days, and an abundance of love showered upon her; and if love and occupation cannot make a happy life, I am afraid there is little hope for one in this world.

Before the baby came Gretchen thought herself a very busy, fortunate woman, what with her three little rooms to keep sweet and clean, and her big Karl over the way to peep at occasionally from between the snowy curtains of the windows. But with little Claus to care for, and love, and pet, she felt that now indeed she could say with the Psalmist, "My cup runneth over."

And such care as the little one received. Never was baby kept sweeter, cleaner, and warmer than this one, who repaid all this attention by being happy, fat, and good-natured, and he would coo and kick and grow just as a baby should. To be sure Gretchen could not take so many peeps through the window curtains now; but oftentimes when Karl would stop beating the iron for a moment he could hear the sweet voice of his Gretchen crooning a soft lullaby, or breaking forth into joyous strains like some happy little songster of the forest, and then such a pleasant smile would light up his dark face as to make you feel that Gretchen was not so far wrong when she would declare, with glowing face and love-lit eyes, "My Karl is the handsomest lad in the village."

Time passed by as time will, and the baby Claus cut rows of sharp, pearly teeth; and learned to walk, timidly at first, holding to the dear mother hands, and then, growing stronger and bolder, he could go from chair to chair, and finally, to his own surprise, and the wonder and delight and admiration of his mother, the sturdy little legs could carry him wherever he wanted to go. And you may be sure while all this wonderful development had been in progress he had also been learning the use of the busy little tongue, and the rosy red lips, and each day some new word seemed to form itself in the baby intelligence and be lisped out, to the delight of the fond mother and proud father.

The house of Karl was not far from a deep, cool, forest, and in the long summer days Gretchen and her boy spent hours and hours under the trees, and beside the clear, pebbly brook—so clear they could look down to the very bottom and see the round, smooth stones, the delicate green mosses, and the little fish gracefully darting thither and yon; or

listening to the rustle of the leaves as the sweet summer breezes made music through the branches second only to that of the birds, as they flitted about from tree to tree, waking the echoes with their bursts of melody. Or they would search out the delicate vines and the tiny wood flowers, or watch the timid chipmunk and the gray squirrel as they would flash before them, sometimes even stopping—at a safe distance—with their bushy tails curled up over their backs, and their little bright eyes snapping in such a comical way at their human visitors, that little Claus would laugh and clap his hands, which of course made the little creatures scamper out of sight.

Not only did they see and enjoy all these beautiful things of nature, but Gretchen talked a great deal about the good fairies who were known to inhabit this very wood; and she taught Claus that if he would only keep himself good enough and pure enough, some day they might be permitted to see and talk with the spirits, and have granted them the dearest wish of their hearts.

So the years went by till little Claus was eight years old, and then a change came into the home. It was not that Gretchen was less beautiful, for Karl thought she never had looked so lovely as now; such a rich, bright color as would come into her cheeks, and such a sparkle would burn in her eyes—though some way the merry twinkle seemed to be going out of them—and such a delicate whiteness of the skin; no wonder that even the little boy noticed it, and many times, as he looked at her lovingly, called her his "Pretty pretty, mamma." And Karl began to notice her more and more frequently seated at the window, and he would give her a smile and a nod, and think what a pretty picture she made, framed in by the snowy curtains; but there came a day when he noticed that the picture lacked color, except the gold of the hair, and the blue eyes had a longing, wistful look, and the hands were thin and white, and she seemed content to let them lie idly in her lap instead of being restlessly busy, as always before.

And now the black shadow settled down over the once

happy home. Gretchen was passing away, and who would make life happy for poor little Claus, her baby, her heart's treasure! She wept as she looked forward to the lonely days and years that are the lot of a motherless child; to be sure his father would be left to protect and care for him, but while a man may love and indulge he cannot *understand* a child as can a woman. That is what God made mothers for.

So Gretchen talked more and more to the little fellow of the Christ-Child who came upon earth to do good and to bless little children, and one sentence seemed burned into the childish brain, he heard it repeated so often: "Oh, my baby, spend your life in trying to make lonely little children happy.

In this family the birthdays had always been joyously celebrated; Papa Karl's and Mamma Gretchen's and little Claus'; and the old grandfather's and grandmother's, who lived in the village; and ever since Claus could remember, there was one day when his mother would say, "This is the Christ-Child's birthday; we ought to be happy today." As that day drew nearer this year Gretchen grew paler and weaker, and when it came the angel we call Death entered in, and among the last words the mother uttered as she gazed lovingly upon her boy were, "This is the Christ-Child's birthday on earth and Gretchen's birthday in heaven."

When Claus was a little fellow he had the same merry, dancing blue eyes as his mother had in health, but for years after she passed away the same longing, wistful look which had come in her illness settled down in their depths, and gave him a sad, mournful, unchildlike appearance.

His great happiness now was to roam through the deep wood, studying all he found there, till he knew the nature and habits of all the trees, and loved them, and could find the first spring flowers, and the sweetest nuts of the autumn; and getting so close to the very heart of old Mother Nature, and thinking so much of his own sweet mother and her teachings, and the blessed Christ-Child, his own heart be-

came so cleansed and purified that finally he could understand and hold communion with the trees, the brook, the animals and spirits of the forest.

He also loved to stand in the door of his father's forge, along with the other children, and see the sparks fly, and hear the pounding strokes of the hammer, and the wheezing of the great bellows; and when his arms and hands grew strong enough, he would take the scraps of iron and fashion little horseshoes and skate rims and sled runners, all of which he gave to the children, never keeping anything for himself. When he grew to be a man it was always the same way—continually making and giving things to the children he met. His pockets were always full of things for the little ones, and the people loved him, and began calling him "Santa Claus," meaning "Good Claus."

One Christ-Child's birthday he determined to make all the children he knew happy by some little present, and to surprise and puzzle them a little he took the presents to their houses on Christmas Eve. Some of the people liked to brighten their houses in the dreary winter time with little branches from the fir and cedar trees of the forest, so on this night, after the children had gone to bed, Santa Claus hung some of his presents on these branches, and so was born the idea of the Christmas tree. In other homes he put the presents on chairs, or tied them to the door knobs outside, and would knock and run away, and he even climbed on the roofs of some of the very little houses and dropped the packages down the big chimneys. He couldn't puzzle the children though, for as soon as they saw the presents they said, "Well, Santa Claus must have been here," and sure enough he had. After this, when the Christ-Child's birthday came, the children whose presents came down the chimney put their wooden shoes near the fireplace, and some hung their stockings up on the mantel, and they always found something in them, and they said, "Santa Claus came down the big chimney and put the things in their shoes and stockings."

When the fathers and mothers saw how much pleasure

Santa Claus gave everybody, they said they wanted to be Santa Clauses too, and everybody gave to everybody else something to make them glad and happy, and finally, in that whole country round, the Christ-Child's birthday became the sweetest, most joyous day of the year because it was the blessed *giving time*.

Seeing all these people so happy, Santa Claus' mind turned to the great unknown world outside, and he longed to make all childhood happy. So now the good spirits of the forest came to his assistance, and enabled him to travel from country to country, and see the joys and sorrows of every people.

He found where some were observing Christmas blindly, still holding to old heathenish customs, and he heard many legends, but of all he heard he liked the one about St. Christopher the best.

St. Christopher was a great, strong giant, who wished to make the most of his life by serving the strongest, most mighty king on earth. He first entered the service of a mighty warrior king, but he found one day that the king trembled at the name of Satan, so thinking if Satan was able to make the monarch tremble he must be the mightier and stronger of the two, he leaves the king and goes in quest of his Satanic majesty; when he meets him he bows himself in submission, and is gladly received into the employ of the King of Evil. They fight many battles together, and win many a victory; but one day as they near an ancient city they pause to rest and drink from a wayside fountain, when, lo! above the fountain, an image of the cross. At sight of this Satan falls groveling upon the earth, the army is thrown into confusion, and the soldiers flee. Inquiring the cause he is told that upon the cross Jesus Christ, the King of heaven and earth, had been crucified.

Finding a greater monarch than Satan the giant immediately leaves his service and starts forth to find the Christ.

In his journeyings he comes upon an ancient hermit, who tells him the story of the Saviour of men, and also teaches him to pray. He tells the giant of a swift, deep river, where

many pause upon the dreary shore not daring to venture into the dark, rushing waters, but with his great strength he can help them over, and by serving his fellow-men he would serve the Master whom he is seeking. So Offero—for that is his name—goes to the river and builds for himself a little hut of boughs. Days, weeks, years he spends beside the deep river, and becomes known as the "Pilgrims' Guide." He saves many lives, and always before his eyes is the vision of a figure on a cross—a figure with deep wounds in hands and feet, with a face of wondrous beauty, and a pure, sweet smile.

One night he is aroused from sleep by a plaintive, childish voice begging to be carried over the river. A terrible storm is raging, but Offero leaped into the raging, angry waters, and finds struggling in the waves a little child. He lifts him in his strong arms, and the sweet golden head rests upon his breast. At every step the child grows heavier and heavier, till Offero is almost ready to sink with his burden, but he prays for strength and safely reaches the shore to find he has carried the Christ-Child, who gives him beautiful, comforting words of commendation for having served humanity in the name of the Master, and bestows upon him the name of Christoffero, or St. Christopher.

In merry England Santa Claus saw them bringing in the yule log with much fun and laughter, and hanging up the holly and mistletoe bough, a custom dating clear back to the ancient Druids; and in far-off Norway, where the winters are so cold and long, he whispered to the children of the hungry little birds, and ever after that the little ones gathered during the harvest great sheaves of grain, which were laid away till the Christmas time and then brought out and fastened to tall poles in front of the houses for the birdies' Christmas dinner.

The heart of Santa Claus grew big and tender with the longing to bring into all lives the Christmas spirit, which is the spirit of Christ himself; to bring joy and love into lonely hearts and brightness into saddened lives, and to make the bad good and the good better, so he hurried back to his

native land and talked with his forest friends, for with so many, many children in the world he could not begin to make all the presents for them himself. The animals offered their help. The beavers would cut down the trees to make all the wooden toys, and the sheep said they would give him wool for all the woolly lambs and soft balls and things of that kind. The squirrels gathered nuts for him; the geese gave down to stuff doll's mattresses and pillows; the bees brought maple sap to make maple sugar; the cows gave butter and milk, and the hens, eggs to make the cakes; chipmunks brought pop corn, and the reindeer said they would draw his sled. So Santa Claus went up into the cold north country, because very few people lived there, and this left plenty of room for his big workshops, and, too, it was the home of the reindeer, so they were always within call. There he gathered about him all the good fairies and elves and brownies, and all through the year they were as busy as bees, making the things for the children's Christmas gifts; and as they were finished Santa Claus would breathe upon them the Christmas spirit, and carefully lay them away till he was ready to put them in his pack and start on his happy errands.

And now that he was so busy making others happy the merry twinkle of his babyhood came back into his eyes; and his face became round and rosy and bright, the very jolliest face in all the world; and his voice was so cheery, and his laugh so hearty and musical, that whoever heard him, wherever he went, thought it was Cathedral Chimes, or the dear old church bell of their childhood; and it would awaken holy thoughts and noble aspirations, and little children would think of the Christ-Child and put aside naughty thoughts and actions, and grow more gentle and loving.

It was the Christmas spirit that made Froebel study the mothers, and the wants and needs of little children, and so was evolved the kindergarten. It was this Christmas spirit that opened Orphanages and Children's Homes and Sheltering Arms. It was this spirit that induced a lovely woman in Germany to open a refuge for the worst than orphaned

little waifs—they whose coming brought no joy or welcome; but this sweet messenger of peace has brought into those clouded lives God's own sunshine and love. It is this blessed Christmas spirit that draws people away from their own griefs and sorrows to share the heavier burdens of others, and gives the opportunity to the rich and fortunate of pouring from their own overflowing cups into the empty ones of others. It is this spirit that makes many a humble cot a fit abode for a king, because of the sacrifice and love and service daily witnessed therein.

Ever may this spirit, born of the Christ-Child, dwell upon earth, filling every human heart, and making glad and bright the great army of Christ's little ones. You may call it Santa Claus, or by what name you will, it is the spirit that was brought into the world by the Babe of Bethlehem; but the myth of Santa Claus has taught to humanity the reality of that text of our Lord, in all its beauty and far-reaching sense, that, "It is more blessed to give than to receive," and I cry shame upon the modern iconoclast who would ruthlessly tear down this cherished image of childhood, because, forsooth, they would wish to revive some of the severity and austerity of our Puritan forefathers.



LET THEM COME UNTO ME—Fritz von Uhde.

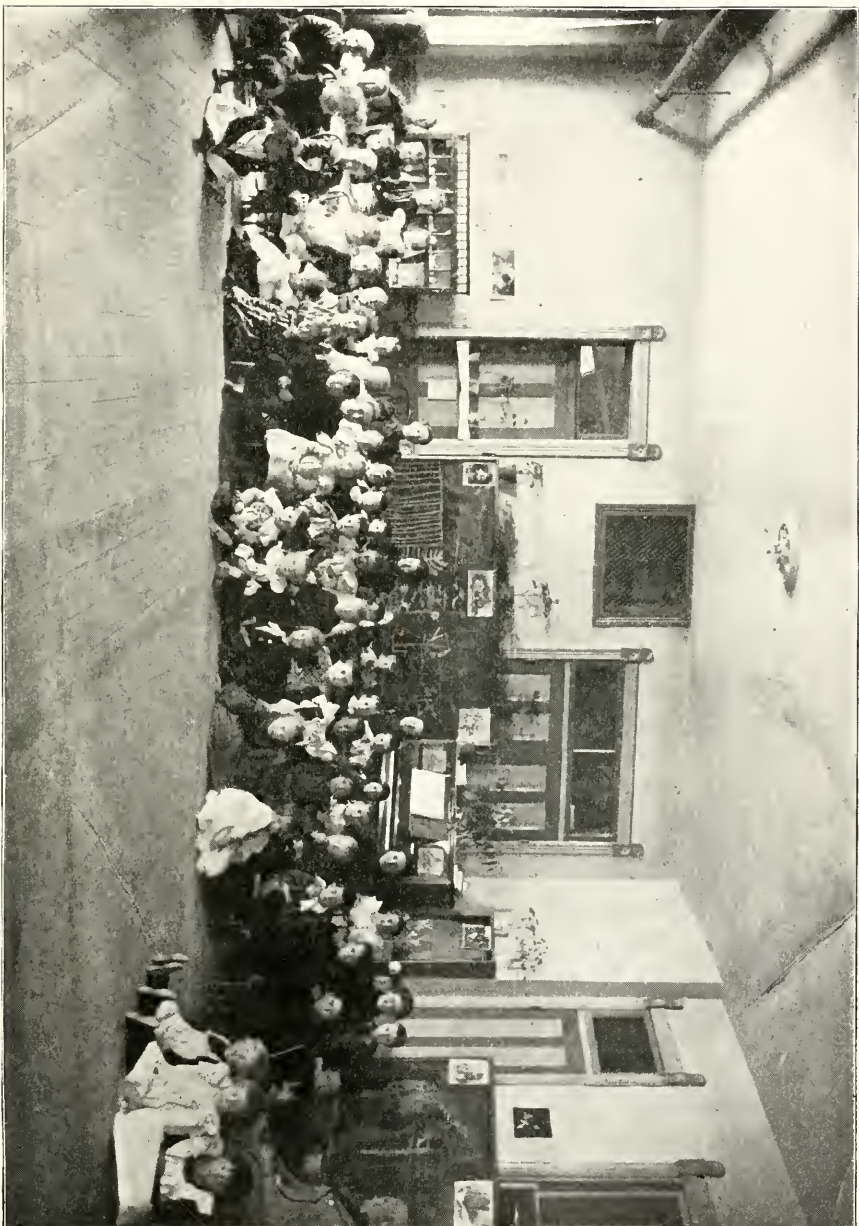
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KINDERGARTEN LITERATURE CO., CHICAGO.

KINDERGARTEN TRAINING SCHOOL IN THE UNIVERSITY OF UTAH.

EMMA J. MC VICKER, REGENT OF UNIVERSITY OF UTAH.

COME with me this morning and I will show you the latest blossom on the tree of knowledge in the youngest state in the Union. We drive over to the western and older part of the city of Salt Lake, about two blocks northwest of the Temple. Passing through broad avenues lined with a variety of trees, mulberry, maple, locust, poplar, and box elder, we approach the university grounds. We see these magnificent trees form with those inside cloister-like rows, where one may walk sheltered from sun and rain. Scattered about the grounds are grove-like clusters of trees, native and imported, which, with a large group of boulders and shrubbery, afford a most delightful place for nature study; while combining this foreground with distant views of mountain and lake, there is for the artist abundant material for pencil or brush.

Passing in front of the west building, where the normal school is housed, we notice some small garden plots where earlier in the season were a variety of vegetables and flowers, the property of the little folks we are going to visit. Entering the south door of the first or basement story we find ourselves in a large, sunny room, lighted by four windows and two sash doors, and heated and ventilated by modern systems. We are at once attracted to a group before us. Seated on a low chair is Miss May, the head and inspiration of the Kindergarten Department, while clustered about her on the floor are groups of children with the assistants. Miss May is telling the story of the trees' preparation for winter, and the care that the leaves take of the buds and flowers, calling the attention of the children to what they saw during their walk the previous day. While they are thus engaged let us look about the room.



KINDERGARTEN IN UTAH UNIVERSITY, SALT LAKE CITY.

In the windows are blooming plants, and in one a small aquarium where happy tadpoles are slowly developing amid a miniature forest of growing water cresses. In one corner of the room there is a large sand table, where the little ones have planted twigs for trees; in another corner a beautiful new piano, and near it a cabinet, containing specimens of children's work done last year. Here is a complete set of milk utensils, from milking stool to churn. Beside them is a bundle of wheat ears, a flail, a sack of flour, and a loaf of bread. This was the thanksgiving work of the children while studying bread and milk. Beginning with the food as it came to them they traced the various processes in its preparation back to its final source—the Creator. As to the German children Froebel interpreted German life, so to the American children should American life be interpreted, is Miss May's idea of a kindergarten. The weaving is represented by a paper fan, some bits of woolen cloth woven on a paper loom, some baskets, and the first lesson in weaving, a fence about a field. The field is represented by a block of wood, and the fence posts are nails driven into the wood; while in and out are woven twigs of trees, the only material available for this fence. Play houses made and furnished, and the housekeeping articles we see, are the results of a living out of domestic life.

The manual training room being just across the hall, the children go in occasionally for simple work in wood. Very creditable match scratchers, rulers and boxes are found in the cabinet. Of course there are many things there the result of the children's attempts at expression of ideas in clay, but we see no Christmas work, for that was all done for dear ones at home, and so completely were the little ones absorbed in the idea of loving service for others that they forgot all about gifts for themselves, and were most agreeably surprised when pretty bags of candies were distributed among them from a dear lady very near to Miss May. The spiritual influence of that Christmas festival will not soon be forgotten by those privileged to be present, as with soft music the children gathered around their teachers and knelt

for prayer, sang softly sweet Christmas hymns and listened to the story of the Christ-Child. One could not but feel the difference between the reverent, quiet spirit of this festival, and the noisy, rollicking Kriss Kringle celebrations so frequently seen in kindergartens.

But now the piano strikes and the children rise and take their places on the circle. We are struck by their fine, healthy physique and lively expression, the result, no doubt, of their outdoor life in the pure air and sunshine, for the greater part of the year the climate in Salt Lake valley permitting them to play out nearly every day. So lively are they in temperament that it is not safe to introduce very exciting songs and games, for they cannot bear much stimulation. Their life in a town combining characteristics of both city and country gives them a much greater knowledge of nature and social life than falls to the lot of children in the larger cities of the East.

The members of training class are bright, healthy, graceful girls, with faces that show culture, and a manner that expresses love and sympathy toward the little ones in their charge. They spend their mornings in the kindergarten, while their afternoons are occupied with classes in the various subjects required to be completed in their course of study. The director and her head assistant might either one pose for ideal *motherhood*, so perfectly developed



MARY C. MAY.

are they; full-chested, strong, and active, their faces reflect the womanly development secured by work and training in a kindergarten. Miss Smith, the head assistant, is a daughter of Apostle Joseph F. Smith, one of the counselors of the president of the Mormon church, and received her training in Utah and at Pratt Institute in Brooklyn, N. Y. Miss Mary C. May, the director, comes from Chicago, where she had ten years experience and training under the Chicago Free Kindergarten Association, and has also studied at the Chicago University. She is proving herself eminently fitted for the responsible position she occupies as head of the State Kindergarten Training School. She is a power in the community for good, as she goes with Professor Stewart, the principal of the Normal School, on Sunday evenings, to the Mormon ward meetings, to speak of the spiritual influence of the kindergarten training on young girls and children. On the organization of the first State Congress for Mothers last summer, Miss May was chosen president, and filled the office very acceptably.

While we have been talking about the children and their teachers, they have been playing that they were trees and leaves and winds, doing their part in protecting the flowers from Jack Frost. Now they begin their favorite skip. Prancing gayly around the circle among the little ones we notice one dark face, with eyes rolling in ecstasy while the feet keep time to the music. We ask how the other children, mostly from aristocratic homes, welcome this one of a different race, and are told that for the most part there is no aversion, but on the contrary quite a fascination on the part of many of the daintiest little ones, as is the case with baby Mildred, a pretty little three-year-old, who called out one day in her shrill, high pitched voice, stamping her foot to attract attention: "Miss May! Miss May! I want to tip wid de little niddy." At first Miss May could not understand what she wanted, but the demand being repeated, Miss May discovered that she wanted to skip with the little dark faced child. While we are watching the charming baby she dances across the circle to take her friend for their usual skip.

You ask how this all came about. How so young a state has a full fledged state training school for kindergartners. Well, it is a long story, but I will try to tell it to you in a few words. Early in the eighties, Miss Elizabeth Dickey was sent out by the Presbyterian Women's Board of Home Missions to establish kindergartens in connection with the Presbyterian Mission Schools in the then territory of Utah. She started one in Salt Lake City as a department of the Collegiate Institute, and trained quite a large class of young ladies, using them as assistants in the kindergarten. Though this kindergarten was discontinued after two years, yet the seed thus sown was not lost, and reappeared from time to time in the form of private kindergartens. About 1891, through the efforts of one of Miss Dickey's pupils, Mrs. E. H. Parsons, a kindergarten association was formed and a kindergarten maintained for some time by tuition and subscriptions. This association was afterwards merged into the Free Kindergarten Association, which opened a large free kindergarten in a dancing hall in the poorest quarter of the city, and was continued for two or three years. During part of this time the association carried on a training school and model kindergarten under the supervision of Miss Alice Chapin.

In the meantime the Utah Association was formed by the Mormon ladies with the purpose of placing kindergartens in all of the church wards in the city. Associations were formed in several of the larger cities of the state, and in October, 1896, a state association was formed, with these objects:

1. To establish a kindergarten training school in the university, as by the constitution kindergartens were made a part of the public school system.
2. To put kindergartens in the public schools, and,
3. To circulate kindergarten literature among parents and teachers.

An appropriation of \$3,500 was secured from the legislature, and the training school was opened with Miss May at the head. The training school now has about twenty pupils,

and the kindergarten sixty. The course for graduation is four years, as the requirements are the same as for other normal graduates. A course of study for mothers has been offered this year by the university, embracing such subjects as: The Brain and Nervous System, Elementary Child Psychology, Hygiene, with weekly lectures on the Mother Play. This course is under the supervision of the director of the kindergarten, assisted by specialists from the university faculty. But the crowning work of all is the establishment of a free kindergarten in one of the finest new city school buildings; the school board furnishing the room, heat, and janitor service, the means for salary being raised by subscriptions from friends of the cause. This was brought about through the earnest efforts of Miss May and a few ladies whom she interested in the work. One of her assistants of last year is the director, while pupil teachers are sent from the training class. The school is under the joint management of a committee from the Board of Education and the State Kindergarten Association, with Miss May as supervisor. Already over fifty children have been turned away from lack of room, thus showing the interest of the parents. And it is hoped that this small beginning may prove the entering wedge, and that soon kindergartens will be established in every school district in the state.

TIME.

DO you wish me, then, away?
You should rather bid me stay:
Though I seem so dull and slow,
Think before you let me go!
Whether you entreat or spurn
I shall never more return:
Times shall come, and times shall be,
But no other time like me.
Though I move with leaden feet,
Light itself is not so fleet;
And before you know me gone
Eternity and I are one.

—*William Dean Howells.*

CHARLES DICKENS A STUDENT OF FROEBEL.

BY JAMES L. HUGHES, INSPECTOR OF SCHOOLS, TORONTO.

THE essential elements in the life motive of Charles Dickens were love of childhood and recognition of its rights. He was the first great English student of Froebel, and is still Froebel's truest English interpreter. He gave the Baroness Von Bülow her heartiest welcome to England when she came to expound the kindergarten, and he was the most ardent patron of the first London kindergarten. He wrote in 1855 the first great article on the kindergarten published in England; and in recognition of the most profound spiritual elements of the kindergarten no article ever written has surpassed it.

Like Froebel, Dickens had perfect sympathy *with* childhood, not merely *for* it. This reverent and practical sympathy is revealed in every book he wrote except two, and may justly be regarded as his most distinctive characteristic.

"Hard Times" is one of the most perfect kindergarten books ever written, although it was published nearly half a century ago. The fundamental basis of the book is Froebel's theory that "Childhood should ripen in childhood"; that a full, free, real childhood is the only perfect foundation for a rich, true, strong adulthood. The central thought of the book is the wrong of blighting human lives by robbing children of their childhood, dwarfing their imaginations, and arresting their development by the substitution of fact education and memory storing for the natural interests, and the operative, self-expressive, self-active tendencies of childhood. Mr. Gradgrind is the most perfect type of well-intentioned but arbitrary adulthood, which ardently desires to train children wisely, but only succeeds in scientifically dwarfing them, because it fails to reorganize childhood as absolutely distinct from adulthood in its intellectual and spiritual needs and conditions. He was "a kind of cannon

loaded to the muzzle with facts, and prepared to blow children clean out of the regions of childhood at one discharge. He seemed a galvanizing apparatus, too, charged with a grim mechanical substitute for the tender young imaginations that were to be stormed away."

Mr. McChoakumchild—the very name is a profound treatise on how not to train a child—the teacher in Mr. Gradgrind's school, said: "Bring to me yonder baby just able to walk, and I will engage that it shall never wonder."

Tom Gradgrind's gross selfishness and lack of moral balance are unfolded as the natural results of the training of his father and Mr. McChoakumchild, to illustrate the theory of Froebel most powerfully expressed by Dickens, "If the imagination is strangled in its cradle, its ghost, in the form of groveling sensualities, will reappear to curse instead of bless adulthood." The nurture of the young imagination was one of the cardinal principles of Dickens. In the preface to the first volume of *Household Words* he states that one of his aims in publishing the magazine was to cultivate the imagination of children. Only the most advanced educators yet see as clearly as Dickens did two generations ago that the imagination is the basis of intellectual activity.

Dickens showed the strength of his conviction that "childhood should be allowed to ripen in childhood," in nearly every book he wrote.

What a perfect description of the abnormal monstrosity so frequently made of children by the wrong training of ignorant parents, is given in the unfortunate child of wealth and luxury for whom dear old Tom Pinch's sister ("Martin Chuzzlewit") was engaged as governess. "She was a premature, little old woman, thirteen years old, who had arrived at such a pitch of whalebone and education she had nothing girlish about her."

In "Edwin Drood" Mr. Grewgious says: "Young ways were never my ways. I believe I was born advanced in life. I was a chip, and a very dry one, when I first became aware of myself."

In "Bleak House," a rich educational book (richest in its

revelation of the dearth of intellectual and spiritual centers of apperception), the making of old men and women out of little children is ridiculed in the Smallweed family. "There was only one child in the Smallweed family for several generations. Little old men and women there had been, but no child until Mr. Smallweed's grandmother became weak in intellect and fell into a childish state. With such infantine graces as a total want of observation, memory, understanding, and interest, Mr. Smallweed's grandmother undoubtedly brightened the family." A family in which second childhood is the only substitute for a real childhood makes an awful picture. The civilized world was blindly engaged in the production of such pictures when Froebel and Dickens arrested it, and revealed the truer light.

Little Paul Dombey made the most pathetic of all the appeals of Dickens to the hearts of adulthood, when Dr. Blimber said at their first interview: "Ha! shall we make a man of him?" To this sage question Paul timidly, but so wisely replied: "I had rather be a child."

In "Dombey and Son," too, Dickens reaches the supreme height of sarcasm in regard to the absurd practice still too common, of screwing children into certain forms, when very young, in order to qualify them for the spheres their parents so considerately plan for them at maturity. Young Tozer was forced to wear a starched white necktie when a child, because his mamma intended to make a clergyman of him, when he was grown up.

The title of "child queller," which Dickens gave to Mrs. Pipchin, reveals the giant evil which the new education has to overcome more fully than any other phrase in the English language.

Dickens frequently impressed the value of selfhood or individuality. How he ridiculed the training of the normal school from which "Mr. McCloakumchild and some one hundred and forty other schoolmasters had been lately turned out at the same time, in the same factory, on the same principles, *like so many pianoforte legs.*"

Dr. Blimber was criticised because, "No difference what

a boy was intended to bear, Dr. Blimber made him bear to pattern somehow or another."

Bradley Headstone's school ("Bleak House") is condemned because it was, in all its details, conducted "according to the gospel of monotony."

Martin Chuzzlewit described a company with so little individuality that "any one of them might have changed minds with the other and nobody would have found it out." Speaking of Sir Leicester Dedlock ("Bleak House") Dickens said: "He supposes all his dependents to be utterly bereft of individual characters, intentions, or opinions, and is persuaded that he was born to supersede the necessity of their having any."

In the Grinders' school ("Dombey and Son") "the boys were taught as parrots are."

Edwin Drood said to Jasper: "You can choose for yourself. Life for you is a plum with the natural bloom on; it hasn't been over-carefully wiped off for you."

Richard Carstone's training ("Bleak House") was described to show the natural, evil results of educating children without due attention to their distinctive individuality. "He never had much chance of finding out for himself what he was fitted for, and he was never guided to the discovery. He had been eight years at a public school and had learnt to make Latin verses of several sorts in the most admirable manner. But I never heard that it had been anybody's business to find out what his natural bent was. I did doubt whether Richard would not have profited by some one studying him a little, instead of his studying Latin verses quite so much." (Child study is recognized here.)

"It was to be regretted that he had been educated in no habits of application and concentration. The system which had addressed him in exactly the same manner as it had addressed hundreds of other boys, all varying in character and capacity, had enabled him to dash through his tasks, always with fair credit, and often with distinction; but in a fitful, dazzling way that had confirmed his reliance on those

very qualities in himself which it had been most desirable to direct and train."

His most splendid criticism of the utter indifference of many parents to the distinctive individuality of their children in helping to decide their choice of a profession is given in "Our Mutual Friend," when Eugene Wrayburn tells Mortimer Lightwood why "M. R. F. (my respected father) amuses me."

"When my eldest brother was born of course the rest of us knew (I mean the rest of us would have known if we had been in existence) that he was heir to the family embarrassments—we call it before company the family estate. When my second brother was going to be born by and by, 'This,' said M. R. F., 'is a little pillar of the church.' Was born and became a pillar of the church, a very shaky one. My third brother appeared, but M. R. F., not at all put out by surprise, instantly declared him a circumnavigator. Was pitchforked into the navy but has not circumnavigated. I announced myself and was disposed of with the highly satisfactory results embodied before you. (He was an unsuccessful lawyer.) When my younger brother was half an hour old it was settled by M. R. F. that he should be a mechanical genius, and so on. Therefore I say that M. R. F. amuses me."

Dickens agreed with Froebel in rejecting the theory of total depravity. How he despised the theology of the Murdstones, who believed "all children a swarm of little vipers," though "there was a child once set in the midst of the disciples." How he laughed at Mrs. Varden whose favorite description of humanity was: "Mere worms and grovelers as we are," and at her maid, too, who "despised herself and all her fellow creatures, as every Christian should." The evil of impressing the ideal of their depravity on children is strongly developed in connection with the training of Pip and Abel Magwitch in "Great Expectations," and also in the training of Arthur Clennam in "Little Dorrit." Mrs. Clennam said: "Mine were days of wholesome repression, punishment, and fear. The corruption of our hearts,

the evil of our ways, the curse that is upon us, the terrors that surround us—these were the themes of my childhood." Speaking of Arthur's training she said: "To bring him up in fear and trembling, and in a life of practical contrition for the sins that were heavy on his head before his entrance into this condemned world, was my aim." Most of the cruelty and coercion of old systems of training were logically based on the awful theory of total depravity. The new training is possible because Froebel and Dickens overthrew this monstrous doctrine.

Dickens pleaded for a brighter, happier life for the children, as in "Barnaby Rudge": "Ye men of gloom and austerity, who paint the face of Infinite Benevolence with an eternal frown, read in the everlasting book of nature, wide open to your view, the lesson it would teach. Its pictures are not in black and somber hues, but bright and glowing tints; its music—save when ye drown it—is not in sighs and groans, but songs and cheerful sounds. Listen to the million voices in the summer air, and find one dismal as your own."

Dickens believed as fully as Froebel in the freedom of the child. He discusses and exposes the evil effects of fourteen different types of coercion in his books, from the flogging coercion of the Murdstones and Mrs. Gangery in the home; of Bumble and the polished gentleman with the immaculate white waistcoat in public institutions; and of Squeers, Creakle, and the Grinders' School in schools, to the quiet will power of Mrs. Crissparkle, whose wards had to "give in" to her placid determination "whether they liked it or not." These and all the intervening forms of coercion Dickens condemned because they dwarfed the children. He was especially severe in his exposure of Mrs. Clennam's "fear and trembling," "religious," and "will-breaking" coercion; on the cruel form of coercion which leads to self-depreciation in the child illustrated in Bumble, when he told poor little Oliver that he was a "naughty orphan whom nobody can't love"; and the "what right have children to think," and "speak when you're spoken to" coercion formerly so common, and not even yet completely

eradicated from homes and schools, as practiced by old John Willet on his son Joe ("Barnaby Rudge").

He pleaded always for the freedom of the child to live out its own selfhood, and never more pointedly than when describing the training of Mrs. Pocket ("Great Expectations"). She had never been allowed any liberty when a child, but had been brought up under "so successful a watch and ward that she had grown up 'highly ornamental, but perfectly helpless and useless.'"

All the essential elements of the philosophy of Froebel, Dickens strongly advocated, and there is no doubt that he prepared the way for the acceptance of Froebel's principles by the English-speaking world. His supreme purpose was to make adulthood lovingly reverent towards childhood. In nearly every book he wrote he appealed to the Christian world to redeem children from ill treatment, from coercion, from dwarfing processes, from neglect, from ignorance, and from destitution.

The following article written by Dickens on "Infant Gardens," and published in *Household Words*, July 21, 1855, will enable your readers to judge regarding the merits of Dickens as a student of Froebel:

Seventy or eighty years ago there was a son born to the Pastor Froebel, who exercised his calling in the village of Oberweissbach, in the principality of Schwartzburg-Rudolstadt. The son, who was called Frederick, proved to be a child of unusually quick sensibilities, keenly alive to all impressions, hurt by discords of all kinds; by quarreling of men, women and children, by ill-assorted colors, inharmonious sounds. He was, to a morbid extent, capable of receiving delight from the beauties of nature, and, as a very little boy, would spend much of his time in studying and enjoying, for their own sake, the lines and angles in the gothic architecture of his father's church. Who does not know what must be the central point of all the happiness of such a child? The voice of its mother is the sweetest of sweet sounds, the face of its mother is the fairest of fair sights, the loving touch of her lip is the symbol to it of all pleasures of the sense and of the soul. Against the thousand shocks and terrors that are ready to afflict a child too exquisitely sensitive, the mother is the sole protectress, and her help is all-

sufficient. Frederick Froebel lost his mother in the first years of his childhood, and his youth was tortured with incessant craving for a sympathy that was not to be found.

The Pastor Froebel was too busy to attend to all the little fancies of his son. It was his good practice to be the peaceful arbiter of the disputes occurring in the village, and, as he took his boy with him when he went out, he made the child familiar with all the quarrels of the parish. Thus were suggested, week after week, comparisons between the harmony of nature and the spite and scandal current among men. A dreamy, fervent love of God, a fanciful boy's wish that he could make men quiet and affectionate, took strong possession of young Frederick, and grew with his advancing years. He studied a good deal. Following out his love of nature, he sought to become acquainted with the sciences by which her ways and aspects are explained; his contemplation of the architecture of the village church ripened into a thorough taste for mathematics, and he enjoyed agricultural life practically, as a worker on his father's land. At last he went to Pestalozzi's school in Switzerland.

Then followed troublous times, and patriotic war in Germany, where even poets fought against the enemy with lyre and sword. The quick instincts, and high, generous impulses of Frederick Froebel were engaged at once, and he went out to battle on behalf of Fatherland in the ranks of the boldest; for he was one of Lutzow's regiment—a troop of riders that earned by its daring an immortal name. Their fame has even penetrated to our English concert-rooms, where many a fair English maiden has been made familiar with the dare-devil patriots of which it was composed, by the refrain of the German song in honor of their prowess—"Das ist Lützow's fliegende, wilde Jagd." Having performed his duty to his country in the ranks of its defenders, Froebel fell back upon his love of nature and his study of triangles, squares, and cubes. He had made interest that placed him in a position which, in many respects, curiously satisfied his tastes—that of Inspector to the Mineralogical Museum in Berlin. The post was lucrative, its duties were agreeable to him, but the object of his life's desire was yet to be attained.

For the unsatisfied cravings of his childhood had borne fruit within him. He remembered the quick feelings and perceptions, the incessant nimbleness of mind proper to his first years, and how he had been hemmed in and cramped for want of right encouragement and sympathy. He remembered, too, the ill-conditioned people whose disputes had been made part of his experience, the dogged children, cruel

fathers, sullen husbands, angry wives, quarrelsome neighbors; and surely he did not err when he connected the two memories together. How many men and women go about pale-skinned and weak of limb, because their physical health during infancy and childhood was not established by judicious management. It is just so, thought Froebel, with our minds. There would be fewer sullen, quarrelsome, dull-witted men or women, if there were fewer children starved or fed improperly in heart and brain. To improve society—to make men and women better—it is requisite to begin quite at the beginning, and to secure for them a wholesome education during infancy and childhood. Strongly possessed with this idea, and feeling that the usual methods of education, by restraint and penalty, aim at the accomplishment of far too little, and by checking natural development even do positive mischief, Froebel determined upon the devotion of his entire energy, throughout his life, to a strong effort for the establishment of schools that should do justice and honor to the nature of a child. He resigned his appointment at Berlin, and threw himself with only the resources of a fixed will, a full mind, and a right purpose, on the chances of the future.

At Keilhau, a village of Thuringia, he took a peasant's cottage, in which he purposed to establish his first school; a village boys' school. It was necessary to enlarge the cottage; and, while that was being done, Froebel lived on potatoes, bread, and water. So scanty was his stock of capital on which his enterprise was started, that, in order honestly to pay his workmen, he was forced to carry his principle of self-denial to the utmost. He bought each week two large rye loaves, and marked on them with chalk each day's allowance. Perhaps he is the only man in the world who ever, in so literal a way, chalked out for himself a scheme of diet.

After laboring for many years among the boys at Keilhau, Froebel—married to a wife who shared his zeal, and made it her labor to help to the utmost in carrying out the idea of her husband's life—felt that there was more to be accomplished. His boys came to him with many a twist in mind or temper, caught by wriggling up through the bewilderments of a neglected infancy. The first sproutings of the human mind need thoughtful culture; there is no period of life, indeed in which culture is so essential. And yet, in nine out of ten cases, it is precisely while the little blades of thought and buds of love are frail and tender, that no heed is taken to maintain the soil about them wholesome, and the air about them free from blight. There must be Infant

Gardens, Froebel said; and straightway formed his plans, and set to work for their accomplishment.

He had become familiar in cottages with the instincts of mothers, and the faculties with which young children are endowed by nature. He never lost his own childhood from memory, and being denied the blessing of an infant of his own, regarded all the little ones with equal love. The direction of his boys' school—now flourishing vigorously—he committed to the care of a relation, while he set out upon a tour through parts of Germany and Switzerland to lecture upon infant training and to found Infant Gardens where he could. He founded them at Hamburg, Leipsic, Dresden, and elsewhere. While laboring in this way he was always exercising the same spirit of self-denial that had marked the outset of his educational career. Whatever he could earn was for the children, to promote their cause. He would not spend upon himself the money that would help in the accomplishment of his desire, that childhood should be made as happy as God in his wisdom had designed it should be, and that full play should be given to its energies and powers. Many a night's lodging he took, while on his travels, in the open fields, with an umbrella for his bedroom and a knapsack for his pillow.

So beautiful a self-devotion to a noble cause won recognition. One of the best friends of his old age was the Duchess Ida of Weimar, sister to Queen Adelaide of England, and his death took place on the 21st of June, three years ago, at a country seat of the Duke of Meiningen. He died at the age of seventy, peaceably, upon a summer day, delighting in the beautiful scenery that lay outside his window, and in the flowers brought by friends to his bedside. Nature, he said, bore witness to the promises of revelation. So Froebel passed away.

And Nature's pleasant robe of green,
Humanity's appointed shroud, enwraps
His monument and his memory.

Wise and good people have been endeavoring of late to obtain in this country a hearing for the views of this good teacher, and a trial for his system. Only fourteen years have elapsed since the first Infant Garden was established, and already Infant Gardens have been introduced into most of the larger towns of Germany. Let us now welcome them with all our hearts to England.

The whole principle of Froebel's teaching is based on a perfect love for children, and a full and genial recognition of their nature, a determination that their hearts shall not be

starved for want of sympathy; that since they are by infinite wisdom so created as to find happiness in the active exercise and development of all their faculties, we, who have children round about us, shall no longer repress their energies, tie up their bodies, shut their mouths, and declare that they worry us by the incessant putting of the questions which the Father of us all has placed in their mouths, so that the teachable one forever cries to those who undertake to be its guide—"What shall I do?" To be ready at all times with a wise answer to that question, ought to be the ambition of every one upon whom a child's nature depends for the means of healthy growth. The frolic of childhood is not pure exuberance and waste. "There is often a high meaning in childish play," said Froebel. Let us study it, and act upon hints—or more than hints—that nature gives. They fall into a fatal error who despise all that a child does as frivolous. Nothing is trifling that forms part of a child's life.

That which the mother awakens and fosters,
When she joyously sings and plays;
That which her love so tenderly shelters,
Bears a blessing to future days.

We quote Froebel again, in these lines, and we quote others in which he bids us

—Break not suddenly the dream
The blessed dream of infancy;
In which the soul unites with all
In earth, or heaven, or sea, or sky.

But enough has already been said to show what he would have done. How would he do it?

Of course it must be borne in mind, throughout the following sketch of Froebel's scheme of infant training, that certain qualities of mind are necessary to the teacher. Let nobody suppose that any scheme of education can attain its end, as a mere scheme, apart from the qualifications of those persons by whom it is to be carried out. Very young children can be trained successfully by no person who wants hearty liking for them, and who can take part only with a proud sense of restraint in their chatter and their play. It is in truth no condescension to become in spirit as a child with children, and nobody is fit to teach the young who holds a different opinion. Unvarying cheerfulness and kindness, the refinement that belongs naturally to a pure, well-constituted woman's mind are absolutely necessary to the management of one of Froebel's Infant Gardens.

Then, again, let it be understood that Froebel never

wished his system of training to be converted into mere routine to the exclusion of all that spontaneous action in which more than half of every child's education must consist. It was his purpose to show the direction in which it was most useful to proceed, how best to assist the growth of the mind by following the indications nature furnishes. Nothing was farther from his design, in doing that, than the imposition of a check on any wholesome energies. Blind-man's buff, romps, puzzles, fairy tales, everything in fact that exercises soundly any set of the child's faculties, must be admitted as a part of Froebel's system. The cardinal point of his doctrine is—take care that you do not exercise a part only, of the child's mind or body; but take thorough pains to see that you encourage the development of its whole nature. If pains—and great pains—be not taken to see that this is done probably it is not done. The Infant Gardens are designed to help in doing it.

The mind of a young child must not be trained at the expense of its body. Every muscle ought, if possible, to be brought daily into action; and, in the case of a child suffering to obey the laws of nature by free tumbling and romping, that is done in the best manner possible. Every mother knows that by carrying an infant always on the same arm its growth is liable to be perverted. Every father knows the child's delight at being vigorously danced up and down, and much of this delight arises from the play then given to its muscles. As the child grows, the most unaccustomed positions into which it can be safely twisted are those from which it will receive the greatest pleasure. That is because play is thus given to the muscles in a form they do not often get, and nature—always watchful on the child's behalf—cries, We will have some more of that. It does us good. As it is with the body, so it is with the mind, and Froebel's scheme of infant education is, for both, a system of gymnastics.

He begins with the newborn infant, and demands that, if possible, it shall not be taken from its mother. He sets his face strongly against the custom of committing the child during the tenderest and most impressible period of its whole life to the care and companionship of an ignorant nurse-maid, or of servants who have not the mother's instinct, or the knowledge that can tell them how to behave in its presence. Only the mother should, if possible, be the child's chief companion and teacher during at least the first three years of its life, and she should have thought it worth while to prepare herself for the right fulfillment of her duties. In-

stead of tambour work, or Arabic, or any other useless thing that may be taught at girls' schools, surely it would be a great blessing if young ladies were to spend some of their time in an Infant Garden, that might be attached to every academy. Let them all learn from Froebel what are the requirements of a child, and be prepared for the wise performance of what is after all to be the most momentous business of their lives.

The carrying out of this hint is indeed necessary to the complete and general adoption of the infant-garden system. Froebel desired his infants to be taught only by women, and required that they should be women as well educated and refined as possible, preferring amiable unmarried girls. Thus he would have our maidens spending some part of their time in playing with little ones, learning to understand them, teaching them to understand; our wives he would have busy at home, making good use of their experience, developing carefully and thoughtfully the minds of their children, sole teachers for the first three years of their life; afterwards, either helped by throwing them among other children in an Infant Garden for two or three hours every day, or, if there be at home no lack of little company, having Infant Gardens of their own.

Believing that it is natural to address infants in song, Froebel encouraged nursery songs, and added to their number. Those contributed by him to the common stock were of course contributed for the sake of some use that he had for each; in the same spirit—knowing play to be essential to a child—he invented games; and those added by him to the common stock are all meant to be used for direct teaching. It does not in the least follow, and it was not the case, that he would have us make all nursery rhymes and garden sports abstrusely didactic. He meant no more than to put his own teaching into songs and games, to show clearly that whatever is necessary to be said or done to a young child may be said or done merrily or playfully; and although he was essentially a schoolmaster, he had no faith in the terrors commonly associated with his calling.

Froebel's nursery songs are associated almost invariably with bodily activity on the part of the child. He is always, as soon as he becomes old enough, to do something while the song is going on, and the movements assigned to him are cunningly contrived so that not even a joint of a little finger shall be left unexercised. If he be none the better, he is none the worse for this. The child is indeed unlucky that depends only on care of this description for the full

play of its body; but there are some children so unfortunate, and there are some parents who will be usefully reminded by those songs, of the necessity of procuring means for the free action of every joint and limb. What is done for the body is done in the same spirit for the mind, and ideas are formed, not by song only. The beginning of a most ingenious course of mental training by a series of playthings is made almost from the very first.

A box containing six soft balls, differing in color, is given to the child. It is Froebel's "first gift." Long before it can speak the infant can hold one of these little balls in its fingers, become familiar with its spherical shape and its color. It stands still, it springs, it rolls. As the child grows, he can roll it and run after it, watch it with sharp eyes, and compare the color of one ball with the color of another, prick up his ears at the songs connected with his various games with it, use it as a bond of playfellowship with other children, practice with it first efforts at self-denial, and so forth. One ball is suspended by a string, it jumps—it rolls—here—there—over—up; turns left—turns right—ding-dong—tip-tap—falls—spins; fifty ideas may be connected with it. The six balls, three of the primary colors, three of the secondary, may be built up in a pyramid; they may be set rolling, and used in combination in a great many ways giving sufficient exercise to the young wits that have all knowledge and experience before them.

Froebel's "second gift" is a small box containing a ball, cube and roller (the two last perforated), with a stick and string. With these forms of the cube, sphere, and cylinder, there is a great deal to be done and learnt. They can be played with at first according to the child's own humor: will run, jump, represent carts, or anything. The ancient Egyptians, in their young days as a nation, piled three cubes on one another and called them the three Graces. A child will, in the same way, see fishes in stones, and be content to put a cylinder upon a cube, and say that is papa on horseback. Of this element of ready fancy in all childish sport Froebel took full advantage. The ball, cube, and cylinder may be spun, swung, rolled, and balanced in so many ways as to display practically all their properties. The cube, spun upon the stick piercing it through opposite edges, will look like a circle, and so forth. As the child grows older, each of the forms may be examined definitely, and he may learn from observation to describe it. The ball may be rolled down an inclined plane and the acceleration of its speed observed.

Most of the elementary laws of mechanics may be made practically obvious to the child's understanding.

The "third gift" is the cube divided once in every direction. By the time a child gets this to play with he is three years old—of age ripe for admission to an Infant Garden. The Infant Garden is intended for the help of children between three years old and seven. Instruction in it—always by means of play—is given for only two or three hours in the day; such instruction sets each child, if reasonably helped at home, in the right train of education for the remainder of its time.

An Infant Garden must be held in a large room abounding in clear space for child's play, and connected with a garden into which the children may adjourn whenever weather will permit. The garden is meant chiefly to assure, more perfectly, the association of wholesome bodily exercise with mental activity. If climate but permitted, Froebel would have all young children taught entirely in the pure, fresh air, while frolicking in sunshine among flowers. By his system he aimed at securing for them bodily as well as mental health, and he held it to be unnatural that they should be cooped up in close rooms, and glued to forms, when all their limbs twitch with desire for action, and there is a warm sunshine out of doors. The garden, too, should be their own; every child the master or mistress of a plot in it, sowing seeds and watching day by day the growth of plants, instructed playfully and simply in the meaning of what is observed. When weather forbids use of the garden, there is the great, airy room which should contain cupboards, with a place for every child's toys and implements; so that a habit of the strictest neatness may be properly maintained. Up to the age of seven there is to be no book work and no ink work; but only at school a free and brisk, but systematic strengthening of the body, of the senses, of the intellect, and of the affections, managed in such a way as to leave the child prompt for subsequent instruction, already comprehending the elements of a good deal of knowledge.

We must endeavor to show in part how that is done. The third gift—the cube divided once in every direction—enables the child to begin the work of construction in accordance with its own ideas, and insensibly brings the ideas into the control of a sense of harmony and fitness. The cube divided into eight parts will manufacture many things; and, while the child is at work helped by quiet suggestion now and then, the teacher talks of what he is about, asks many questions, answers more, mixes up little songs and

stories with the play. Pillars, ruined castles, triumphal arches, city gates, bridges, crosses, towers, all can be completed to the perfect satisfaction of a child, with the eight little cubes. They are all so many texts on which useful and pleasant talk can be established. Then they are capable also of harmonious arrangement into patterns, and this is a great pleasure to the child. He learns the charm of symmetry, exercises taste in the preference of this or that among the hundred combinations of which his eight cubes are susceptible.

Then follows the "fourth gift," a cube divided into eight planes cut lengthways. More things can be done with this than with the other. Without strain on the mind, in sheer play, mingled with songs, nothing is wanted but a liberal supply of little cubes, to make clear to the children the elements of arithmetic. The cubes are the things numbered. Addition is done with them; they are subtracted from each other; they are multiplied; they are divided. Besides these four elementary rules they cause children to be thoroughly at home in the principle of fractions, to multiply and divide fractions—as real things; all in good time it will become easy enough to let written figures represent them—to go through the rule of three, square root, and cube root. As a child has instilled into him the principles of arithmetic, so he acquires insensibly the groundwork of geometry, the sister science.

Froebel's "fifth gift" is an extension of the third, a cube divided into twenty-seven equal cubes, and three of these further divided into halves, three into quarters. This brings with it the teaching of a great deal of geometry, much help to the lessons in number, magnificent accessions to the power of the little architect, who is provided, now, with pointed roofs and other glories, and the means of producing an almost infinite variety of symmetrical patterns, both more complex and more beautiful than heretofore.

The "sixth gift" is a cube so divided as to extend still farther the child's power of combining and discussing it. When its resources are exhausted and combined with those of the "seventh gift" (a box containing every form supplied in the preceding series), the little pupil—seven years old—has had his inventive and artistic powers exercised, and his mind stored with facts that have been absolutely comprehended. He has acquired also a sense of pleasure in the occupation of his mind.

But he has not been trained in this way only. We leave out of account the bodily exercise connected with the entire

round of occupation, and speak only of the mental discipline. There are some other "gifts" that are brought into service as the child becomes able to use them. One is a box containing pieces of wood, or pasteboard, cut into sundry forms. With these the letters of the alphabet can be constructed; and, after letters, words, in such a way as to create out of the game a series of pleasant spelling lessons. The letters are arranged upon a slate ruled into little squares, by which the eye is guided in preserving regularity. Then follows the gift of a bundle of small sticks, which represent so many straight lines; and, by laying them upon his slate, the child can make letters, patterns, pictures; drawing, in fact, with lines that have not to be made with pen or pencil, but are provided ready made and laid down with the fingers. This kind of Stick-work having been brought to perfection, there is a capital extension of the idea with what is called Pea-work. By the help of peas softened in water, sticks may be joined together, letters, skeletons of cubes, crosses, prisms may be built; houses, towers, churches may be constructed, having due breadth as well as length and height, strong enough to be carried about or kept as specimens of ingenuity. Then follows a gift of flat sticks, to be used in plaiting. After that there is a world of ingenuity to be expended on the plaiting, folding, cutting, and pricking of plain or colored paper. Children five years old, trained in the Infant Garden, will delight in plaiting slips of paper variously colored into patterns of their own invention, and will work with a sense of symmetry so much refined by training as to produce patterns of exceeding beauty. By cutting paper, too, patterns are produced in the Infant Garden that would often, though the work of very little hands, be received in schools of design with acclamation. Then there are games by which the first truths of astronomy, and other laws of nature, are made as familiar as they are interesting. For our own parts, we have been perfectly amazed at the work we have seen done by children of six or seven—bright, merry creatures, who have all the spirit of their childhood active in them, repressed by no parent's selfish love of ease and silence, cowed by no dull-witted teacher of the A B C and the pot-hooks.

Froebel discourages the cramping of an infant's hand upon a pen, but his slate ruled into little squares, or paper prepared in the same way, is used by him for easy training in the elements of drawing. Modeling in wet clay is one of the most important occupations of the children who have reached about the sixth year, and is used as much as possi-

ble, not merely to encourage imitation, but to give some play to the creative power. Finally, there is the best possible use made of the paint-box, and children engaged upon the coloring of pictures and the arrangement of nosegays, are further taught to enjoy, not merely what is bright, but also what is harmonious and beautiful.

We have not left ourselves as much space as is requisite to show how truly all such labor becomes play to the child. Fourteen years' evidence suffices for a demonstration of the admirable working of a system of this kind; but as we think there are some parents who may be willing to inquire a little further into the subject here commended earnestly to their attention, we will end by a citation of the source from which we have ourselves derived what information we possess.

At the educational exhibition in St. Martin's Hall last year, there was a large display of the material used and results produced in Infant Gardens which attracted much attention. The Baroness von Marenholtz, enthusiastic in her advocacy of the children's cause, came then to England, and did very much to procure the establishment in this country of some experimental Infant Gardens. By her, several months ago—and at about the same time by M. and Madame Ronge who had already established the first English Infant Garden—our attention was invited to the subject. We were also made acquainted with M. Hoffman, one of Froebel's pupils, who explained the system theoretically at the Polytechnic Institution. When in this country, the Baroness von Marenholtz published a book called "Woman's Educational Mission," being an explanation of Frederick Froebel's System of Infant Gardens. We have made use of the book in the preceding notice, but it appeared without the necessary illustrations, and is therefore a less perfect guide to the subject than a work published more recently by M. and Madame Ronge: "A Practical Guide to the English Kindergarten." This last book we exhort everybody to consult who is desirous of a closer insight into Froebel's system than we have been able here to give. It not only explains what the system is, but, by help of an unstinted supply of little sketches, enables anyone at once to study it at home and bring it into active operation. It suggests conversations, games; gives many of Froebel's songs, and even furnishes the music (which usually consists of popular tunes—Mary Blane, Rousseau's Dream, etc.) to which they may be sung. Furthermore, it is well to say that anyone interested in this subject, whom time and space do not forbid,

may see an Infant Garden in full work by calling, on a Tuesday morning between the hours of ten and one, on M. and Madame Ronge, at number 32 Tavistock Place, Tavistock Square. That day these earliest and heartiest of our established infant gardeners have set apart, for the help of a good cause, to interruptions and investigations from the world without, trusting, of course, we suppose, that no one will disturb them for the satisfaction of mere idle curiosity.

IN OUR LANE.

THERE'S a little gray bird in the apple tree,
And every day
When I go to play
I stand for a minute to hear him sing,
And I peek for the nest where the apples cling.
And look for his home that he's hid from me,
Where the big red apples cling.
And early, early, when daylight comes,
I watch the sun-
Flecks, one by one.
I lie for a moment and think how sweet
It is to live in this little street,
With a pretty bird to feed with crumbs,
And a boy next door, and things to eat.
Once mother said, "Who loves you true?"
I didn't say
Just right away,
But stood for a minute, then said: "Oh, yes;
The cunning little gray bird, I guess!"
But I don't think mother meant *that*; do you?

—*Marie L. Van Vorst in St. Nicholas.*

LITTLE snowflakes falling lightly,
Little snowflakes falling whitely,
Cover up the sleeping flowers,
Keep them warm through winter hours.

—*Anna M. Pratt.*

FROM THE LETTERS AND JOURNAL OF GRACE
HALLAM.

EDITED BY MAUD MENEFEE.

VI.

THE deeper I go into these letters the more I am impressed with the fact that the girl's growth in character and insight, apparent in every new page, came through the simple, homely experience of living and working consciously with little children. Without doubt back of it all lay a prodigally gifted nature; but it is plain how easily she might have fallen into mere sentimentalism, or her impulse toward art impelled her into the ranks of dilettanteism, to hunger and thirst for the manna that falls in fuller measure, I must believe, along the way of common daily service, "where," as she herself says, "deeds are thick as dew." In her own words, "It is man's works that feed and renew him; the bread he gives is the bread that nourishes his own heart and makes blood and brawn. I mean this quite literally," she adds. "I say it in the face of digestion and the circulation of the blood. The Bacteriologist shakes his head and looks at me compassionately when I say these things. But I know what I mean to say. I do not despise circulation or digestion. I think they are miracles, miracles that imply other miracles, and every one another still—worlds without end."

The figure of the Bacteriologist is always in the background. He is without doubt her "spirit that denies," a very touching, lovable statement of devildom, however, with his unlived life, his consecration to doubts, his shunning of all positive statements, and the narrowed vision that comes of looking too narrowly at one view. It is easily seen that it is in revolt against these (to her) negative qualities that her own absolutism grows intenser, and the radical spark caught from the torch of the elder Hallam

finds fuel for its flame. One of the most enchanting of the half-stated, half-implied revelations is her gradual growth in tenderness as she tries to bring to the chill formalism into which he had fallen some of the vivid warmth and glow of her own life-mood. She says in one of the letters: "He is like little Kay in the 'Snow Queen' story, trying to spell ETERNITY with blocks of ice, and everyone knows that is not possible."

I have come to think that all her impetuous flashes of wrath against our modern scientific element rose out of the sense that somehow here was a nature that had been perverted by its methods, whose habit of analysis had turned in upon himself and upon everything. "He does not really live," she says; "he has become a criticism upon life, a reviewer, an onlooker. You, Emil and Alezandro and all, if I thought that this impulse toward culture, coming to life these days in our little works together, had this arid goal of intellectuality, I'd stop now. . . . Dear soul (that other) spending his life-day searching the mysteries of infinitesimal life and annulling his own."

"December 5.—Christmas begins to dawn upon us; the weather is crisp, sparkling, Christmas weather, over a million of souls of one mind and all for the most part living out impulses of loveliness and kindness. Our children glow with it. It is the good will we all reflect; we are all shining on each other. We have some beautiful songs; the voices of the Italian children are sweet. Rosa is our singer—a sort of mignon creature—an art-consciousness. She loves you for the color of your hair, or the shade of ribbon at your throat. But that is not grievous or insincere. If one could lead you by the light of that love of beauty, little Rosa, it would bring you at last to the heart of things.

"We have the Hyer children, five of them. Jimmy came in today with the black mark of a blow near his eyes; he confided to me that he got it because he called the lady who lives at their house a 'rotten lady.' Much that comes in with these babies implies whole tragedies. I dare not stay

with it long enough to restate it, for all the grim humor of it.

"The kindergarten is still one of the sensations of the neighborhood; there is no time in the day that a throng is not before the door peering in. We decided some time ago that we must have a meeting of as many fathers and mothers as we could get together; they were ready to have things interpreted.

"We had to hold it at night. All our arrangements were made, everything in order, but, sad to relate, the janitor had gone off with the keys, and when we reached there we found our guests standing rather disconsolately outside and no lights within. It took some time to have the keys fetched, but I stood among them hearing their own words one with another—"the price of potatoes in Vermont," whatever relation that may have to potatoes here. There was not more than a dozen or so, for the most part the aristocrats of the neighborhood—the German watch mender and his wife; the mother and father of Madeline and Alfred, the father a printer; several Swedes and Norwegians, two Poles, four German-Americans, the saloonkeeper among them, one Italian mother, and a strange man who came in and sat back in the shadow. Before we began the mother of the Hyers came in. It was really an impressive little group. They sat quiet and receptive, like their own children at their best. We had had half-formed plans of singing them some of the songs and showing some of the finger plays—some of the objective side of the work. But when I sat down with them I knew what to do; the mood was too precious to lose, I followed it. I told them the deepest things I knew. I told them that the kindergarten had grown out of the thought that in little children—man—mankind—there lived the spirit of God, and that the whole work of life was to show forth that spirit; and the kindergarten was a place where there were opportunities made for a little child to live out this spirit of love and wisdom in him. He begins to know himself as one who serves—(you should see how your children love to work for you in making those little

things they bring you); he begins to know himself as one who loves to prefer his neighbor before himself. It may seem to us a small thing to carry the flag or lead the march or be the one to play in the favorite game; but do you think it is to the children? Some of them shook their heads. It's a very great thing to them; for the moment it is the whole thing.

"‘Now do you think,’ I put it to them, ‘that it is valuable for this child, loving these things and wanting them, that he learns to wait happily his own turn; that he should enter into the joy of those preferred before him, or that he should often choose his friend before himself?’ They assented. ‘You should have seen Emil,’ I said to his father, who is one of the radical labor leaders of the district. ‘It was only this morning that I saw him pass the flags to all the children, and there was enough for every child but none for him. He looked at me and held up his empty hands. I nodded and smiled, and one or two little children brought theirs to him; but he would not have them. The feeling of giving was too precious to him.’

"‘The blood of martyrs is in him,’ said the father.

"‘But before that,’ I said, ‘the love of God is in him, and to give all is better than to have all.’

"Then I began to show them how we worked; how above all the child wanted to have the life around him, the activities going on everywhere around him interpreted, made plain, how and why and for whom. I showed how we studied about the common things, things that were common to everyone, and how before Thanksgiving we had learned about bread, and what a wonderful experience it had been for me as well as for the children. I had eaten bread all my life and not known what a wonderful thing it was, or been really thankful. But think, in it is the miracle of the seed, the miracle of growth, the miracle of the powers of nature, the faithfulness of workers in fields and granaries, the faithfulness of machinists and inventors; and then there is the machine that seems almost the creature, and the wagoner who is as much as the others, the miller and the engineer and the

brakeman, the grocer, at last the baker, or the mother, and you fathers working to give to them this bread-miracle. Isn't that a chain? And those children wrought every link in little child plays. We made believe to be farmers and fenced in farms, plowed the earth and sowed the seed; sometimes they even played they were the seed themselves; they built barns and storehouses; reaped and bound and gathered in; drove horses hitched to play wagons. We were engines and freight cars, miller, mill-wheel, mill stream; we ground real wheat between two stones; grocer, customers with play money, baker and mothers kneading real bread.

"'You see the little child begins to understand one of the deepest things of life, and that is that "no man liveth unto himself." Some people call it coöperation,' the father of Emil nodded; 'it means working together, and we are all doing it whether we know it or not. Do you think it is valuable for a child, even a very little child, to understand about life—as valuable, say, as reading and the multiplication table?' No one seemed to care to commit himself by any sign (I understand that there is a good deal of argument against kindergarten among some of them on account of the lack of these two great elements of culture). 'I believe it is the most valuable thing,' I went on. I told them all the things that came to me to tell them; it was all gentle and quiet. I believe they understood everything I said. I did not speak to the stolid or the dissolute or the unborn mother of the Hyer babes, but the angel in me spoke to the angel in them, and that makes understanding. When it was over and we were going, I found that the strange man who came in and sat far back in the shadow was the Bacteriologist. He was kinder and more gentle than I had ever seen him. He shook hands with our good friend the saloonkeeper (who has really been a blessing to the kindergarten in many kindly, generous ways, being the moneyed man of the community), and he seemed genuinely glad to speak to them and look into their faces and touch their hands."

"December 18.—Snow everywhere piled high along the

sidewalks like hastily thrown up intrenchments; snow black in an hour from the smoke and grime. I shut my eyes and remember the endless snow fields and the dazzling hills beyond old Ironville. But the holiday mood, Augusta! It is so good to feel with the whole. I think I had a habit of having private and particular joys and irrelevant despairs. . . ."

"December 19.—I read today Arnold's 'Light of the World.' One needs all the great inspirational things. We've had two beautiful pictures, the Holy Night and the Sistine Mother. I found another wonderful Madonna by Von Uhde. I cut it out of a book and brought it. It is in three parts. The central one shows a poor garret, and the mother, a working woman, sits up in her cot bed looking down at the little newborn baby. She is rather worn and not young; all the halo there is comes from a common lantern hung on the door knob; and the Joseph sits far back in the shadow looking out at the dawn sky. In the division on the right is the heavenly host, but it is just little everyday singing children climbing around the rafters of the loft, and some of the clothes are torn and the buttons gone, but it is quite clear they are angels, and the wise men are just the toilers and workers of the world starting out in the early dawn. I wonder that the world does not know this picture better."

"December 20.—Our Christmas tree has come; we have had it several days. They trim it every day; we dance around it and sing about it, and plan the joy it is going to be to the mothers and fathers, and then how it is going to other children. We have a rollicking old English carol, "Hail, Old Father Christmas," that delights us. I sing and dance with them when our play spirit is on. But the mood of deep joy and serenity we all express, that is the wonder. I tell them the Christ-Child story and the star and the child, the shepherd stories, and then a story I made myself—a light story. We are going to celebrate the afternoon of the 24th, Christmas Eve, when we can have lights and lights and lights. A blessed someone whose name we do not know has sent us a barrel of greens and holly wreaths."

"December 25.—Our little Christmas time was full of

joy. The Hyer children came with clean faces, and patches where ho es had been, and the saloonkeeper's Henrietta and Amalie had on blue and red plush bonnets. Rosa had a red ribbon by her left ear, and Alezandro and Emil just sat and shined with all the rest, who shined too. They sang all the songs they could think of. The fathers and mothers and neighbors' faces were something to see for oneself. They had a perspective on those children perhaps for the first time, and I think they began to perceive what they implied. I told the story as it was in St. Matthew. Then we lighted the tree and we all sat still in the glory of it; there was nothing on it but light and the children's own little work. After awhile each took off his gift and carried it to the mother or father for whom it was made. They went away filled to the brim with joy, and they had not received anything. They had given everything.

HARRIET BEECHER STOWE.

SHE told the story, and the whole world wept
At wrongs and cruelties it had not known
But for this fearless woman's voice alone.
She spoke to consciences that long had slept:
Her message, freedom's clear reveille, swept
From heedless hovel to complacent throne.
Command and prophecy were in the tone,
And from its sheath the sword of justice leapt.
Around two peoples swelled a fiery wave,
But both came forth transfigured from the flame.
Blest be the hand that dared be strong to save,
And blest be she who in our weakness came—
Prophet and priestess! At one stroke she gave
A race to freedom, and herself to fame.

—*Paul Laurence Dunbar.*

TOPICAL OUTLINES FOR MONTHLY MOTHERS' MEETINGS.*

MARY LOUISA BUTLER.

SUBJECT IV—PICTURES AND HOW TO UTILIZE THEM.

Topics.

1. Effect of pictures in (*a*) the home, (*b*) the school.
2. Name six pictures that every child under twelve should know. *"If thou the truth wouldst teach thou must be true thyself."*
3. Give brief histories of each and short biographical sketches of the artists.
4. Tell a story of one picture to illustrate how such information can be given to a little child.
5. Ideal pictures for the nursery. (*a*) What? (*b*) Why?
6. Value to a neighborhood of circulating pictures.
7. Value of scrapbooks for children to contain, (*a*) Reproduction of the world's truly great pictures. (*b*) History of each. (*c*) Sketch of artist, written in the child's own language.

In presenting this topic for study the aim is not so much to secure discussion from a scientific standpoint as to seek and ascertain what relation pictures bear to the best development of the child, and how with little or no technical knowledge of art, parents and teachers may bring children into these relations; how they may also "become familiar not only with works of art, but will come in touch with the lives of those who have tried to express with light and shade the divine life as found in the Saviour Christ" and in works of creation.

In studying a picture there are many things to be considered, but these two or three should be always in mind:

1. Who is the artist?
2. What is he trying to say?
3. What does the picture say to me?

Some one has said: "You know the family is the most

*Miss Mary Louisa Butler served as organizing secretary of the First National Congress of Mothers; is also broadly known as a Sunday-school worker and writer, as well as author of that useful "Handbook for Mothers." She has spent many years in Child-Study and Mother-Study, and from her broad experience will bring to this work the helps that seem best fitted to meet practical needs. Any of the books referred to in above outlines furnished on application by Kindergarten Literature Company. These outlines in leaflet form 30 cents per hundred, assorted if desired.

beautiful thing in the world. The children of St. Michaels once looked through old magazines sent to the school for pictures of families. A loving mother was found in one, a child in another, but when little Ludovica found a real mother with a baby on her lap, and everyone was so happy over it, it was cut out and put on the wall beside the Madonna."

"The keen sense of beauty cannot be gained except in childhood, and can be gained then only by familiarity with beautiful things."

"To be a great artist one must have a great soul, a high purpose, a noble ideal, the best material in which to work and power to produce worthy and enduring results. So among artists I would place the preacher, the author, the schoolmaster; but highest of all I would place the mother. Who has such material to work in as the plastic substance of a child's soul? Who has so high an ideal? Who works for such vast and enduring results?"

References.

"Historic Art Studies," Ruth Janette Warner, and "Famous Authors of America," Adella L. Baker, are two small, inexpensive books, illustrated with photo blue prints that are very suggestive in ways for utilizing pictures both in homes and schools. If illustrations in black and white are preferred, send two-cent stamp to Mrs. E. M. Perry, Malden, Mass., or Soule Photograph Co., Boston, for catalogues and price list of unmounted pictures, in which will be found reproductions of the great pictures both in ancient and modern art.

"Kindergarten Principles and Practice" (chapter 8), Kate D. Wiggin, Nora A. Smith.

"Child Stories from the Masters," Menefee.

"Sacred and Legendary Art," Jameson.

"Picture-Work," Hervey.

"Child's Christ-Tales," Proudfoot.

"Interpretive Picture Studies," Miller.

The list of books for reference is intentionally short, but those named are rich in suggestions. Any good cyclopedia will contain helps in studying biographies. Clubs having access to large public libraries and art stores will find no end of interesting aids for the study of this important subject.

DEPARTMENT OF SOCIAL QUARANTINE.—THE MOVEMENT IS BEGUN.

INDIVIDUAL CO-OPERATION, OR WHAT CONSTITUTES
AN ACTIVE QUARANTINIST.

HORACE FLETCHER.

ADVANCE copies of "That Last Waif; or, Social Quarantine," were sent to a large number of persons in different walks of life asking for suggestions relative to practical individual coöperation in promoting a social quarantine worthy of Twentieth-Century Ideals, to be in active operation (started), with the complete aim, at the opening of the coming century, January 1, 1900.

The time has been too short since the mailing of the advance copies to remote points to give the entire consensus of opinion. Sufficient suggestions have, however, been received to formulate a plan of individual coöperation, and to suggest the grouping of individuals into organizations for the purpose of a thorough quarantine campaign.

The most hopeful signs elicited by the call for suggestions come from the least expected sources. Persons who are themselves under the ban of social disapproval through participation in occupations that are classed "not respectable" by social decree, *jump* to support the movement, because they best know that cruel conditions of persecution and neglect *do* exist. They not only have felt the neglect or persecution themselves, but are in touch with it and with the children who now "have no show on earth to be good." This is due to the neglect of society to provide children an opportunity to choose between the good and the bad by supplying adequate infant and progressive character schools as recommended in our appeal.

FORMULA.

1. The title of the individual shall be *Quarantinist*; all others, not active quarantinists, being classed as *Neglectists*.
2. The insignia of the *Quarantinist Order* shall be golden yellow (the quarantine color) ground, with the fraction $\frac{1}{100}$ on it in black.

3. The contribution of the *Quarantinist* to the promotion of social quarantine shall be one one-hundredth of his or her time, *each month*, toward assisting people in less fortunate circumstances to favorable conditions, especial attention being given to children as recommended in "That Last Waif; or, Social Quarantine."

THE BENEFITS ARE MUTUAL.

One per cent., or $\frac{1}{100}$, of income may easily be saved from some careless waste, and if applied monthly would not be missed. Looking for waste for the small contribution to quarantine would lead to habits of care in personal and household economy that would pay the quarantinist many-fold benefit. One per cent., or $\frac{1}{100}$, of time is seven to eight hours per month. That time, devoted to the consideration of the less fortunate, would reveal phases of one's own good fortune that would revive a just appreciation of blessings now lost sight of in contemplation of the glitter of extravagance which flashes out in the midst of *still greater* unhappiness and discontent in the social strata above.

The insignificant contribution of a quarantinist would, in the aggregate, even if participated in by only *half* the people, easily effect a *Perfect Social Quarantine worthy of the highest Christian Ideals*.

Every suggestion involved in participation in the quarantine movement is for the benefit of the participant, and involves no sacrifice that does not repay *in cash* as well as in other means of happiness.

Next to the neglected children who "have no show on earth to be good," the most unfortunate class of any community is the clerk or other worker, having a salary of from \$2,000 to \$5,000 a year, and having conventional social aspirations. Turning of the attention of this class of unfortunates to the suggestions involved in quarantine, and active participation in the work, even in so insignificant a degree as $\frac{1}{100}$ of time and income, will remove a fruitful source of crime, due to extravagance, which reflects even more discredit upon our social system than any other of its inconsistencies.

WARNING.

Help people only to help themselves, if possible.

Indiscriminate charity often does more harm than good.

Dispense your charity personally, if possible.

The best charity is assisting education; especially Character-Building and Useful-Habit-Forming.

ORGANIZATION.

Supplementary to the suggestions for "Local Quarantine Organizations," beginning on page 169 of "That Last Waif; or, Social Quarantine", several good ideas have been received.

A successful "boss" in politics, whose methods have been invincible in promoting the interests of his party says: "There is some good man or woman in every city block or ward who will be your resident representative. He or she will know the immediate requirements of his beat or detail in the matter of quarantine suggestions, and will give you all the information you want. District your community in as small sections as possible, find the right person to assist you in each section, tabulate your need for the prevention of neglect, estimate reasonable cost, and then demand it of the City Council or Town Board, and you'll get it without a kick. If your movement is all right, as it seems, the $\frac{1}{100}$ dues by your quarantinists will be more than you will want for your purpose till the council acts, but any 'boodle' body, as people call the progressive governments, that I know anything about, will do it for you as quick as a wink, and they won't want any 'rake off' either. They will be the first to join your order, as they can understand a 'sweep,' and they know the needs. Everybody will vote to give the babies a chance. Put me down anyhow; I'm with you for all I've got."

The above suggestion is excellent. One serious and earnest person in any community can start a movement to district his or her community, and get coöperation in each district. The politicians will help you if your aim is single, and if the welfare of the children, on non-political and non-sectarian lines, is your high purpose. DO THIS FIRST, AND KNOW THAT GOOD POLITICS AND RELIGION WILL BE THE FRUIT OF THE EFFORT AS SURELY AS LIGHT DISPELS GLOOM OR DARKNESS!

The above method is in use in many German cities for philanthropic and educational work, and secures for the community practically a quarantine from disorder. The "five household" method of division and social supervision was the ancient method adopted in Japan, to whose influence is undoubtedly due the marvelous discipline, on social lines, and the immunity from disorder, that the Japanese enjoy more than any other people.

ABOVE ALL: BE A QUARANTINIST YOURSELF!!
THE REST WILL FOLLOW.

Normal Training Exchange

For Primary Teachers and Kindergartners.

THIS department will appear in each issue of the current volume XI, new series, of the KINDERGARTEN MAGAZINE. It will bring plans, programs, outlines, and accounts of experimental and creative work being done in the typical schools of the country.

The chief purpose of this Normal Training Exchange is to indicate and record the lines of convergence between the elementary grades and the kindergarten. Contributions from eminent school men and women are pledged as follows: Dr. C. C. Van Liew, head of the Department of Pedagogy and Child Study of the Los Angeles Normal School, for January; Miss Sarah Arnold, supervisor of the public primary schools of Boston, Mass., for March; Samuel T. Dutton, for April. Further announcements will appear in the next issue. Your questions, criticisms, and suggestions are welcome.—EDITOR.

GAMES—HOW TO PLAY THEM.

The following questions were asked by the kindergartners of an experience class, devoted to the study of children's games and how they should be played:

1. Do you think a variety of games, or the repetition of a certain few, is better for the children?
2. Mention four ball games which you use in your kindergarten, and the aim of each game.
3. In playing a singing game, should the active participants sing as well as those forming the ring?
4. How would you prevent the danger of the children themselves looking upon kindergarten games as mere amusement or entertainment.
5. Would you always repeat the chorus of such games as "I put my right hand in?"

6. Why do children so often allow the kindergartner to do the singing, while they take part in the game or watch those actively taking part? Is it the fault of the song, or are the words too difficult?

7. In color plays, which color would you present to the children first?

8. At what time in the morning should the game circle come? How many games would you allow played one morning? How much time would you give for this?

9. What is the best time of day for a lengthy frolic?

10. Do you consider it essential that all the games of the day should fit the special subject of the program?

11. In games, would you sacrifice words and music to the display of originality on the part of children?

12. Should the children always be allowed to choose the games themselves?

13. What would you consider a successful dramatization of a story? Give an illustration from your experience.

14. What is the best method of working out illustrative games in the kindergarten?

15. When should the sense games be introduced? At what time the trade or occupation plays?

16. How far should the kindergartner let the children carry out their own inclinations in the games when they are entirely foreign to the thought of the day, as, for instance, the random choosing of "Blind Man's Buff"?

17. Do you think the games in the kindergarten should be so suggested to the children that they will carry out the thought of the day?

18. What do you consider the most valuable games, regardless of the connection with the subjects of the day?

19. How can we best encourage creativity in games?

20. Kindly give us a restful relaxing game for young children.

21. In games in which all cannot join, how should those who are to take part be chosen—by the kindergartner, by the children, or should volunteers be called for?

22. What games would you suggest to be played in connection with the "Knights?"

23. Have trade games any special value of their own?

24. Do you approve of allowing the children to interpret a game before you present it in your way?

25. Why has so much objection been raised to the game "Fly, Little Bird, Fly around the Ring," when the little ones see so very much in it?

26. To what extent would you play games without music?

27. What is the advantage of such games as "Round and Round the Village" over the symbolic games?

28. If a child refuses willfully to take part in one game, do you think he should be allowed to take part in one that follows?

29. If a child has a favorite game, and always chooses this one game regardless of the subject for the day, do you think it wise to permit him to play it every time?

30. In playing a game in which a part of the children are engaged in active exercise, like flying, while the others are representing inanimate things, as trees or bushes, who should sing the words accompanying the action?

31. Since *emotion* alone justifies gesture, which should therefore be spontaneous, is there not danger of gesture becoming mechanical and hampering to the child's self-expression when often repeated in such games as "The Cobbler," or some of Miss Poulssen's finger plays?

"SOMETHING" RELATING TO THE YOUNG CHILD AT HOME AND IN THE KINDERGARTEN.

"For the knowledge of an inner connection of all manifoldness in nature, we find a 'sure guide,' and a 'central point,' as it were, in mathematics. The education of man without this would be a formless piecemeal and patchwork, creating unsurmountable obstacles for the development to which mankind is called, because the mind of man and mathematics are as inseparable as the spiritual in man and religion." This explains why Froebel holds it to be so essential that the child should become acquainted at an

early age already with the sphere and its rotary and lateral motions. Froebel's second gift provides for this in a most thoughtful and instructive manner. The practical idealist of Keilhau wanted that the child's inborn instinct should become active and should not be lost, but *be utilized for the child's further development*. Therefore, when visiting the great educational reformer, Pestalozzi, at Yverdon, he clearly took hold of Pestalozzi's system of intuition-instruction; and also he recognized that Pestalozzi as yet had *not* found *the appropriate means* for this end. Froebel believed that *for this* end the foundation should be taken *from the sciences*. "A sound mind within a sound body," is an assertion of long standing. Natural sciences today are far in advance of educational doctrines. We are growing daily better acquainted with the "bodily tools" of the mind, and we know that each real mental disease originates in a disturbance of the bodily organization. This knowledge is an inducement to pay ever more attention to physical education, investigating to the extent which physical conditions have as an influence on the mind, and what consequences for the mind may develop from the treatment of bodily organization, education permitting. To exercise the body merely in order to balance the demands made upon the mind and intellect, to merely equalize the activities of body and mind, letting the mind rest while the body is active, cannot be the idea. Body and mind cannot be "the scale" of our strength, permitting the one to sink while the other is rising. Each and every bodily activity is being brought about by means of mental effort, and every kind of mental work consumes more or less bodily strength and bodily matter. Regular physical exercises are said to be of "moral worth"; they teach control over the body, enable the body to take hold of and carry out practical things with alertness and comprehensiveness, without going "deeper," all this remains but "acceptable ornaments." What we should *learn to understand* is, "wherein consists the mental and moral value of bodily exercises," for only then we can arrange them according to "the aim of education," which is *mental* and *moral*. Every kind of physical culture

has moral value, and hence can be looked upon *as a means for moral education*, and *as such* it should be carried out. The "gymnastics of the kindergarten" are *the games*. Children must use their organs, have to move their limbs; they have *desires*, make *demands*, show *a will*, and are acting, moving all the time. However, they do not know to *what* end and aim to direct their activities. The educator, i. e., the kindergarten mother, has to "set them active in the right direction," and *only thus* influence can be gained on their activities. This "true action" has to be learned; i. e., "the direction" should be given, leaving due freedom. The motto should be: "Freedom with limitation." The young child naturally will run, hop, dance, spring, and sing all day; he chats and talks as much as he pleases. This is not to be checked at once, for *the mental abilities* having the same inclination for activity as those of the body, when "checking" these in both, the natural "impetus" will seek an "outlet," slyly and secretly often, the result thus leading to immorality. Every kind of work demands the child's attention and interest; in a certain measure "independent work" is required; the child is being *held* to a certain order of daily work. This presupposes a surrender of will-power to that of another; and, if *this is enforced*, the child will *revolt*. All this can become a true "school" for "character-development" if it becomes *the result of a united, freely given obedience* in the child for a common aim and end *to all*. This demand does not only apply *to the mind*, and further, it must *not* be thought that it signifies incalculable naughtiness when, under the pressure of impatience, little hands and feet can be no more controlled, if the young body seeks to "free" himself from a demand made upon him, even though the mind may make yet feeble efforts "to hold on to duty." It would be unnatural to separate bodily and mental efforts, as also to separate *work and education*. When *educating*, we always deal with the *entire* human being; and one-sidedness in this is invariably harmful. All bodily education has its effect on the mind; otherwise we could not look for moral effects. Education should also be viewed

from that side where "an influence on the bodily organization and physical conditions can be effected," and the *manner and effect of this* we should try to learn to understand. If this point has been taken hold of correctly, it will not be difficult to draw the corresponding inferences or conclusions *for practical work in an educational point of view.*—*Maria Kraus-Boelte.*

RHYMES FOR EVERYDAY WORK.

Editor of Kindergarten Magazine: We have been taking up the work of the home in our kindergarten. We are working out the subject of "Interdependence." A motion song was needed, so we composed a verse for each day beginning with Monday, or wash day; Tuesday, ironing day; Wednesday, sewing day; Thursday, visiting day; Friday, cleaning day; Saturday, baking day; Sunday, the day of worship. We sing the air of "Making Butter," found in "Nursery Finger Play," by Emily Poulsson. The children have enjoyed it:

I.—Monday.

Rub, rub, rub,
The clothes now in the tub;
Wring, then hang them on the line
In the bright sunshine.

II.—Tuesday.

Iron, iron, iron,
While the irons are hot;
Make the clothes so smooth and dry,
Fold, then lay them by.

III.—Wednesday.

Mend, mend, mend,
With the needle bright;
Use your thimble and your shears
Sewing while 'tis light.

IV.—Thursday.

Come, come, come,
All our friends we'll see,
Visiting here and visiting there;
All our joys we'll share.

V.—Friday.

Sweep, sweep, sweep,
All our house we'll keep
Neat and clean, and tidy too,
While our work we do.

VI.—Saturday.

Bake, bake, bake,
Bread and meat and cake;
For tomorrow we will rest
While so richly blest.

VII.—Sunday.

Ding, dong, ding,
Hear the church bell ring;
Calls to people far and near,—
“Come and worship here.”

—Gertrude Streator.

Five Kitty Cats.—Finger Play.

(For the baby fingers—to be played with open fingers first—closing each as designated.)

Five little kitty cats on the kitchen floor,
This one saw a rolling ball,
Then there were *four*.

Four little kitty cats sleepy as can be,
This one smelled a creepy mouse,
Then there were *three*.

Three little kitty cats wondering what they'll do,
This one heard the milk boy's bell,
Then there were *two*.

Two little kitty cats sleeping in the sun,
Baby wanted one to love
Then there was *one*.

One little kitty cat left all alone,
Along came a barky dog,
Then there was *none*.

EDITORIAL ASSAULT ON THE "PLAY-SPIRIT."

HENRY SABIN ANSWERS EDITOR KASSON—ARGUMENT BY
DR. LUTHER GULICK.

The following twelve hundred words appeared as an editorial in the November issue of *Education*, which claims to be the "oldest of the high-class educational magazines":

Unhappily, the educator, like all other men and especially women, is always under the fire of the temptation to idealize and exaggerate. And nowhere is this temptation more perilous than in connection with the elementary department of our improved school-keeping, including the kindergarten. The thoughtful looker-on at the late convention of the National Educational Association in Washington, could not fail to be impressed with this tendency to an exuberant and enthusiastic magnifying of the "play impulse" as not only an element of child-life to be recognized, utilized, and carefully directed, but as the supreme element in child-nature. More than one person announced to the public as a recognized authority in this department, both in the matter and manner of address, certainly left the impression on the untaught majority of the audience of the boy who replied to the question: "What is a republican government?" "It is a government where everybody does just what he wants to." The prevailing tendency seemed to be that the one salvation for the young American is that "he shall let himself go" at his own sweet (or otherwise) will, and that the parent or teacher who objects, like certain criminals permitted to choose the method of their own execution, retains only the freedom to decide which of a dozen of disagreeable epithets and nicknames he will consent to wear in future, like the well-remembered "April Fool" pinned on the back of the respectable citizen by some enterprising youngster on "All-Fool's Day." It would seem that the experience of four thousand years of "bringing up children" would be enough to verify the truth of the old adage: "All play and no work makes Jack a mere toy." The most dangerous temptation to the mother or teacher, still in the dispensation of childishness, fancying that childish and child-like are synonymous terms, is to indulge herself in the amiable selfishness of keeping her child a plaything. Unfortunately, culture does not always bring manhood or womanhood in its train; and the amiable, accomplished, magnetic grown-up child on the educator's platform practically becomes the ally of all the foolish mothers, weak teachers, and self-indulgent grandfathers. The result is seen in the average apology for the kindergarten; a mob of impudent, boisterous, and disobedient children, making themselves merry and mischievous at the expense of a young child-graduate, harried, worried, and trampled under foot by the rebellious crowd she vainly attempts to steer. The proverbially vulgar and even disgusting table habits of the multitudes of children, even grown youth, encountered in a tour among the watering places frequented even by the "smart set," is coming to be one of the portentous phenomena of our new American life. The abominable behavior of thousands of our school boys and even school girls, during the long vacations in our cities,

is becoming a new puzzle for an already distracted and demoralized police. In other words, the amiable ideal recently announced by one of the "greatest great" representatives of the "newest new" education, that, until the age of eight, the American child should not be put to anything save "incidental" work at school; in other words, should practically roam about, like the champion traveling musician, covered all over and loaded down with different musical instruments on which he plays at will, is simply a bid for a condition of affairs, a generation hence, in which it will not be necessary to cross even a brook in front of the home to find the opportunity for a new war; for "a man's foes shall be of his own household," and the most deadly enemy to republican institutions will be a people reared in the heresy that the "play impulse" is the soul of education.

Any respectable old-time colored "mammy" can "give points" to this silly and destructive heresy. And every mother, who is not in a condition of prolonged and invincible juvenility, knows, long before her baby is out of her arms, that for childhood no less than manhood and womanhood there is one inexorable, iron-clad Divine law of obedience and work, from the beginning to the end of life. "There is no other way under heaven whereby man can be saved." One of the first evidences of dawning intelligence in the child is the instinctive determination to have its own way. The wise mother is she who, in a spirit of love, reason, and wisdom, decides when, where, and how that rebellion against the law of the universe shall be met and supplanted by a spirit of cheerful obedience, and the industry suitable even for the infant child. That the play impulse, the desire to make everything easy and to use this new world as a perpetual entertainment, a perpetual sliding down hill, without the tug of drawing the sled uphill, back, is to be recognized, and to a much greater extent than in bygone days, utilized, in the home and the school, goes without saying. That the child and the youth can thus be taught the "beauty of holiness"; even the luxury of obedience, reverence for justice, and a genuine delight in solid work, to say nothing of a graceful and even cheerful submission to the inevitable tragedy of human life, is being demonstrated in every well-governed Christian home and the modern school where "the oil of gladness" has taken the place of "the oil of birch," and the spirit of love banished the old-time barbarism that made the name of school hateful to the end of life. But the more one knows of children the more clear it becomes that the child naturally recognizes the central fact, that obedience and work, even "in the face and eyes" of its own will and pleasure, is the backbone of character and the real assurance of permanent happiness. Every little child, not an idiot, desires two things. First, to worship and obey somebody whom it recognizes at its natural leader and representative of God. Second, it wants to do something for that person; not merely some little playful "make believe," but something that is real work. Every genuine child courts approbation by trying to do the impossible; something only expected ten years later. If parents and teachers had the wisdom to recognize this fact and to train their children in the regular doing of something of actual use to the family or the school; something that will give to the youngest youngster a sense of being somebody in the sight of his superiors, a deeper well of water would be struck than the froth, bubble, and suds of the wretched freshet for superficial entertainment and "fun" which is the caricature of the law of love. A great deal of the disobedience, ill-temper, and destructive mischief-making of children is the result of the constant ignoring by their superiors of this natural instinct to obey genuine superiority, and commend itself to its elders by doing something really worth the doing, and being somebody instead

of a plaything at the mercy of any and everybody willing to be amused at the expense of a spoiled child.

REPLY OF HENRY SABIN.

It is seldom that one finds so much truth and error in one article as in an editorial in the November number of *Education*. It is beyond dispute that the prevailing tendency to make everything easy and pleasant to the child at the expense of training him to endurance and self-sacrifice when necessary, is to be regretted by every thoughtful person. No one is quicker to recognize this than the true kindergartner. But that this trouble has its origin in the kindergarten or in the over-cultivation of the play-spirit is very far from true. We cannot rightfully hold the kindergarten responsible for all the vagaries of modern reformers, nor for the extravagances which they have attached to the school, especially in matters of school government and discipline.

The public kindergarten is the purest democracy on earth. No one child is better in the eyes of the teacher than another. The child is trained, from the day of his entrance, to habits of love, obedience, and industry. The spirit of self-sacrifice and of helpfulness is inculcated in every exercise. The kindergarten, rightfully administered, does not admit of lawlessness nor rudeness on the part of the child. If these habits have found lodgment in the grades, or if they are tolerated at home, it is in direct opposition to the teaching of Froebel and his disciples.

But very few of the children in our schools, comparatively speaking, have ever come within the influence of the kindergarten. Of the crowd of noisy, turbulent, rude boys and girls on the streets, whom the writer of the article in question refers to as puzzling the police of the city, not one in ten knows what a kindergarten is. A strong argument could be built up to prove that in the absence of kindergarten training may be found the source and origin of the rude, disagreeable habits of which the writer complains, and of the dislike for work which he so pointedly and justly condemns.

It is an unjust accusation to say that the kindergarten discredits work by placing undue emphasis upon the play impulse. It is equally, if not more, unjust to insinuate that, in the same way, the moral side of the child's character is injured by holding up this play impulse as a supreme element in child-nature. Play is the expression of the child's self-activity. It is not only nature's way of building up his body, but through it he reveals his inner self, his mental characteristics, and his inherited traits. The wise, well-trained kindergartner regards this natural love of play as a means, not as an end. God placed it in the child's nature for some good purpose. The old-time education treated play as something to be thwarted and forbidden. In recent years the modern teacher of little children has used it as a means of connecting the world of the child with the real world, and of making the transition from the one to the other more natural and easier.

Indolence and idleness find do encouragement in the curriculum of the kindergarten. Every play is made to strengthen some moral impulse in the child's mind. The child who is taught in his play, at home and in school, to exercise those qualities of heart and mind which will make him a lovable, useful member of society, will not go far from the right when he reaches his real work. The kindergarten is the great want of the public schools, and must be depended upon to correct the evils of which this editor writes.—**Henry Sabin.**

Des Moines, Iowa, November 9, 1898.

VOLUNTARY TESTIMONY OF DR. GULICK.

If I sense at all the significance and root of the power of the kindergarten, it does not consist primarily in the gifts, plays, occupations, or any of these mechanical things, however important they may be. Does it not consist primarily in the love of the mother or the teacher to the child? To put it in other words, I should much prefer the untutored and spontaneous efforts of a mother who thoroughly loved her children than I would the efforts of one who was thoroughly acquainted with all the technique of the kindergarten, but who had no personal affection for the children, and consequently did not show any. You see I would put first emphasis upon character and love, and second upon means. It is to this quality of love, as shown in those who are now carrying forward the kindergarten movement, that I attribute its great success, even more than to the intelligent and wise means by which this love is shown.

The character of the kindergartners whom I have been privileged to know has seemed to me, on the whole, to be of a high order. Not long since I was in a school of children between eight and eleven years of age. It was in a poor district, and there were many boys in the school whom I knew came from vicious homes; boys who could be relied on to steal, swear, lie, and do all the other deviltry that the small boy is capable of; boys who had apparently never been clean; who had made no progress in their studies, some of them positively dullards. This woman loved her children, and had won their hearts. The boys came to school clean, not because they would be thrashed if they did not, but because they wished to please the teacher. Boys who had never made any effort in their studies worked hard and successfully. The school had simply been transformed by this woman. Whenever she had particular difficulty with a child she always visited the child's parents and endeavored to secure their coöperation, their interest. She let the child know that she was interested in it, believed in it.

Now, the point is that we need this kind of teacher all through our public schools, and that it is not primarily a question of kindergarten technique, but is primarily a question of human affection intelligently applied. If the kindergarten is introduced into the public schools with the result that it shall degenerate into a mere profession, authority tak-

ing the place of love, it will become inevitably neither more nor less efficient than are the present public schools in the formation of character.

On the other hand, if teaching in the public schools can come to be looked at as service to humanity, and people can go into it with the same motives with which they now go into foreign missionary fields, or with which many go into kindergarten work and social settlement work, I shall look for the very largest results. I believe such a reform as this is feasible, fully as feasible as the general introduction of the kindergartens, and the general introduction of the kindergartens could not have its full effect without some such reform that shall dominate the spirit of the teaching force of the public schools of America.

I do not wish to run down the character of our public school teachers, for I think they are a noble, self sacrificing group; I do mean to say, however, that the prominent ideals held up by our normal schools, by our superintendents of schools, and others who form the educational traditions of the country, are not primarily those of affection, while they are primarily those of technique. It has been told me that in the introduction of kindergartens into Japan in certain quarters, it has been endeavored to introduce the technique without any of the religious or loving spirit, and that the effect has been of exactly the kind that might be anticipated. If kindergartens are to be introduced into the public schools on a large scale, must not the most strenuous effort be made to maintain, upon a high plane, the spirit and character of those who shall teach in this direction?

I have not written this long letter for publication, but to express what seems to me the bottom thing in the moral education movement of the day. Sincerely yours.—Luther Gulick.

Springfield, Mass., November 9, 1898.

CHRISTMAS MORNING.

GRACE E. GOODRICH.

Awake, rejoice,
O children! Let your laughter, sweet and clear,
Reveal a soul of worship which no fear,
Through love, doth know.

Ye little ones
Whose trustful hearts lie near the root of things,
To you the Christmas morning brings
The Father's gift.

The wondrous light,
Reflected from each happy baby's face,
Hath made the earth a radiant place
This Christmas day.

CURRENT REPORTS AND PROGRESS INDICATIONS OF THE KINDERGARTEN MOVEMENT.*

Detroit, Mich.—Kindergartening in Detroit is steadily progressing. Starting twenty years ago with one kindergarten, we have now about twenty private and four free kindergartens, besides nine in the public schools. The two largest private schools in the city both have flourishing kindergartens, with about forty children in one and thirty in the other. The Industrial School Association has for many years had a large training class, which has this year been discontinued. The four kindergartens supported by the association are, however, conducted by its graduates, and about two hundred children are enrolled in them. In these kindergartens, as well as in the private ones, mothers' meetings are held from time to time, making the bond between the home and kindergarten a close one, and the hearty support of the parents thus assured. The public school system is being developed on a sure foundation by the supervisor of kindergartens, Miss Clara W. Mingins. Under her leadership the kindergartens have been so managed that the resulting benefits to the children assures the continuance and establishment of new kindergartens. Twenty schools applied for the one kindergarten which was last established, and the teachers in the schools who had before been somewhat doubtful of the efficacy of kindergarten training now admit its influence on the "graduates," who, coming into the lower grades, outstrip those children who have not been in the kindergarten. *Child study* is a prominent feature in the work of the training class, who are all enthusiasts on the subject, and in the kindergartens great stress is laid on the "Motor ability" of the child. Nine kindergartens are now established in the public schools, each having an enrollment of forty pupils. This is the limit of enrollment, in no case exceeded except in the Normal School Model Kindergarten, where one hundred children are enrolled. In each of the kindergartens are two teachers, and in the Normal Kindergarten seven pupil teachers, who, having had a year of theory and observation, teach under the supervision of a trained kindergarten and Miss Mingins. She also makes frequent visits to the other kindergartens under her supervision, and has a weekly meeting with the teachers of the kindergartens, one of whom is a graduate and the other a member of the senior class in the training school. The course in the Normal School covers three years of work. Students entering the classes must be either graduates of the high school, recommended by its principal, or graduates from a college or university. Such students are accepted without examination. All others must pass an examination equal to that of admission to a college. Every effort is made to give the students not only the theory and practice of the kindergartens but such other opportunities for broadening and growing as shall make them uplifting, developing forces in the world—broad-minded, cultured women—that they may be intelligent "gartners" of the little children committed to their care. A kindergarten union was started last spring, and the interest in it is growing. We have applied for admission to the

*Reports of kindergarten training schools, clubs, and associations, in short, whatever is of historic interest to the kindergarten profession is welcomed to this volunteer department, subject to the discretion of the editor.

I. K. U. Monthly meetings are to be held, each to be devoted to a stated subject which is of practical interest and benefit to all. The subjects are "Games," "Music," "Story Telling," "Sense Training," and "Nature Work," and each is assigned to one member of the union, who is to draw all the members into a discussion. Besides these "family gatherings," lectures on educational topics are planned for. The first of these is to be given by Dr. Nicholas Murray Butler of New York, on "The New Education," which is being anticipated with great interest.

—J. C. F.

Kindergartens in the Province of Ontario.—The kindergartens in the Province of Ontario are public kindergartens under the control of the Education Department. We have, it is true, private enterprises, but, as a system, it is an integral part of the public schools, supported by the taxes of the people and encouraged by the annual government grant, which amounts to seventy-five cents per head on the average attendance. We have over one hundred public kindergartens in our province, the majority being in our cities, although a large number of our smaller towns have opened them. Our ideal is to open one in every public school, so that the first grade in each school shall be a kindergarten. It is unnecessary to describe our kindergartens. They do not differ in essentials from those on your side of the line, but the centralization of the training work may be of interest. The training of kindergartners is entirely under government control. No kindergartner can be placed in charge of a kindergarten who has not a director's certificate granted by the province; nor can any student take up the course who is not seventeen years of age, or who has not a primary certificate. The training is a two years' course. The students enter any public kindergarten as volunteers, the first year being spent under the tuition of the director of that school, who prepares her students for the governmental examination held in June. In order to insure uniformity of training throughout the province, the Education Department has issued a printed syllabus containing in detail all the requirements of the first year's work. The syllabus is prepared so as to give scope to originality and to preserve a set standard. The examination for assistants, held at the end of the first year, is conducted by a board of examiners, and consists in a written examination as well as one in the practical work, which is collected from the whole province and examined by the board. Thus a uniform standard of practical work is procured as well as theoretical qualifications. The assistant's certificate is the requisite admission to the second year's training, which is centralized in the two normal schools, one situated at Ottawa, under the charge of Miss Eliza Bolton, and the other at Toronto, under the control of your correspondent. At these schools the senior work is carried on, the students having the same curriculum and passing the same examination. For this system of centralization we are largely indebted to the efforts of Miss Caroline M. C. Hart, now of Baltimore, who pioneered the work here for seven years.

The senior students receive a full year of theoretical training as well as practice teaching in the Model kindergartens. They are required to pass in teaching as well as in written work, and the student who fails to show ability to control her children, who is unable to apply her educational principles to the exercises of the morning, or who proves herself lacking in any of the requisites of a good, practical kindergartner, is either advised to give up, or, by the failure in her practical work, required to take another year, even if the same student has obtained honors in her written examination. The course for directors includes Psychology, the General Principles of Froebel's System, the Mother Play, the

Theory of the Gifts and of the Occupations, Symbolic Education, the History of Education, Natural History, Botany, Drawing, Music, and Physical Training. We have a Kindergarten Department in the Ontario Educational Association, and a section in the Dominion Educational Association, while every kindergarten center has its Froebel's Society. At present we are eagerly looking forward to a visit from Miss Blow, who is to give us a course of lectures in November. This, we know, will be the source of renewed inspiration and the stimulus to higher work which is invariably the result gained by those privileged to hear her.—*Mary E. Macintyre.*

Toronto October 27, 1908.

Minneapolis Kindergarten Association.—The Minneapolis Kindergarten Association was organized in the year of 1871, and from the beginning has maintained a training school for kindergartners in connection with its free kindergartens. For the first five years its work was entirely separate from that of the public schools, but two years ago, through the influence of Superintendent Jordan, the school board granted the use of a room in three of the public school buildings, and the association confined its work to the maintenance of these kindergartens. In one of the schools a morning and afternoon session has been carried on with two different sets of scholars, and the urgent request has been made this year that the same plan be followed in a second school. Moreover, the public recognizes so fully the value of the work done by the association that the school board will gladly adopt the kindergarten as an integral part of the public school system as soon as sufficient funds can be provided. The training school is in charge of Miss Stella L. Wood, a graduate of a Froebel Association training school of Chicago, and under her direction the course of study recommended by the International Kindergarten Union has been adopted. The instructor of music, Miss Grace Morehous, studied with Eleanor Smith, and is a graduate of the Tomlins School of Music.

The association is exceedingly fortunate in having the warm approval of the professors of the State University of Minnesota, who for the last three years have given the training class courses of lectures in History, Literature, Botany, Zoology, and Psychology. Moreover, the class in physical culture meets in the new and finely equipped gymnasium of the Young Women's Christian Association, and has special instruction under the physical director, Miss Bertha B. Lash.

The mothers' meetings have proven to be an especially valuable feature of the work. All are now organized in the form of clubs, offered by the mothers, and the meetings have proven so interesting and valuable that the mothers of children in the primary grades form no small part of the membership. On several occasions these meetings have been held in the evening that the fathers might attend, and these gatherings have been most valuable as well as enjoyable. The educational committee—which takes charge of the mothers' meetings, also edits a column in the Sunday edition of the *Minneapolis Times*, where accounts of the meetings are published regularly, together with items of local and general kindergarten interest, and the discussion of various kindergarten principles. This column has proven to be a most valuable bond of union between the kindergartens and mothers' meetings, which are scattered over widely separated parts of the city. The absolutely essential foundation for successful work of this kind is an efficient finance committee, and the fact that the present chairman has served throughout the past seven years is sufficient explanation of the steady progress of the association during the years of business depression.

The association has also been fortunate in having but two presidents—thus securing a continuous and harmonious policy.

The officers of the association are Mrs. T. J. Winter, president; Mrs. A. Neland, first vice-president; Mrs. J. H. Cook, recording secretary; Miss Anne Wells, corresponding secretary; Mrs. Frederick Paine, treasurer; Mrs. Thomas Lowry, chairman of finance committee; Mrs. David P. Jones, educational committee; Mrs. Geo. H. Miller, supervisory committee; Miss Stella L. Wood, normal committee; Mr. R. D. Russell, advisory committee; Mrs. Robert Stratton, nominating committee.—*Mary B. Damon, M. D.*

Louisville, Ky.—The work under the Louisville Free Kindergarten Association opened with excellent prospects for the new year. The faculty now numbers eight, each instructor being a specialist in her own department. An interesting feature of the year's progress is the establishment by the Roman Catholic Church of three free kindergartens in the city, each of these kindergartens being in charge of a full graduate of the association. In the Louisville Training School for Kindergartners there are five distinct departments, each independent, yet dependent upon the other. The parts are all contributing to the success of the whole, and the work done in each department is essential in its place. First, the Children's Department: here we see what is being daily accomplished in the free kindergartens. The work with the children is necessarily closely linked with the help we can give the parents, so the Parents' Department naturally follows second in place. The third department of the work is known as the Normal Sunday-school Department. Louisville is one of the few kindergarten associations which makes the training of primary Sunday-school teachers a part of their regular work. This department is in charge of Miss Finie Murfree Burton, who has had charge of the primary Sunday-school Department at Chautauqua, N. Y., for the past two summers. Miss Burton is a practical kindergartner and primary Sunday-school teacher, who brings to bear upon religious training the light gathered from the study of psychology and many years' experience with children.

The many students from a distance rendered the opening of the boarding department a necessity. This branch of the work has been in existence four years, and the success of the undertaking has proven the wisdom of those who started "The Kindergarten Home." The young ladies now in the training classes come from a territory including Florida on the south, Pennsylvania on the north, South Carolina on the east, and Colorado on the west.

The training work is all based on psychological principles, and is experimental in quality. Miss Patty S. Hill, the superintendent and training teacher, makes a special point of the relation of the theory given in class to the practice work in the morning. All trained kindergartners who take special courses in the Louisville school are deeply impressed by this phase of the training. In the manual work there are constant improvements and additions, so that the students have the benefit of the new elements of manual training from a pedagogical standpoint. Primary methods and elementary science are given in a course of lectures, while music, both vocal and instrumental, are included in the course. To these advantages are added a thorough course in English, composition and physical culture.

The association has this year added two new departments for the benefit of the students—art study and sociology. The former is in charge of Miss Margaret Byers. The work in sociology consists of six lectures given by Mr. Archibald A. Hill, headworker at Neighborhood House

Social Settlement, Louisville. With the new year come new friends for the course. For the first time two of our free kindergartens are housed in public school buildings, the school board furnishing room, water, and heat free of charge. This is a step in the right direction. Since last May graduates of the Louisville school have secured positions in the following states: Kentucky, Tennessee, Georgia, Alabama, Louisiana, Mississippi, Texas, Indiana, and Massachusetts; in addition to these states the work of this school is represented in Pennsylvania, Connecticut, Virginia, North Carolina, Arkansas, Brazil, and Mexico.

At the Mothers' Assembly of the state of New York, Miss Mary Louisa Butler made a plea for stronger coöperation between parents and teachers, urging parents to have and manifest a stronger personal interest in the teachers who have so much to do in building the characters of their children. Three questions that she asked touched a vital point in the friendly relations that might exist between mothers and teachers, and stirred the entire audience. The questions were:

What relation does your parlor hold to your child's teacher?

What relation does your *dining-room* hold to that teacher?

What relation does your *guest* chamber hold to the teacher?

Miss Butler did not answer the questions. She wisely left them to work out their own answers in the minds of her hearers. The answer out of every mind and heart has given me a vision of the help and inspiration that would come to the teacher who becomes acquainted with the child in his home relations and environment, who through knowing and being known in the home has progressed from the parlor to dining room and to an occasional night in the guest chamber, and through conferences with the mother learns to understand the child, and is better equipped to meet its individual needs. The members of a congregation feel a personal pride in being acquainted with their minister, and offering to him the hospitality of the home in some form. Should there not be the same responsibility toward the teacher who exercises such a formative influence over the child?—*Mary Stone Gregory*.

From Newark, N. J.—I notice in a recent issue of your magazine that New York is boasting over her twelve hundred children in the kindergarten. We have now kindergartens in thirty-seven different schools with an enrollment of twenty-eight hundred and twenty-eight! Less than two years ago there were no kindergartens in the public schools of Newark. There were three schools that had some kindergarten work part of the day, the "waste of time" being compensated by a vigorous attention to reading, writing, and arithmetic for the remainder of the day. Enthusiasm among the kindergartners is high, and the spirit of the institution is already pervading the other schools. You know my doctrine, that the kindergarten is not so much an institution as a spirit, and that the tools and methods, while important, are much less important than the soul. Our Miss Harris supervises both the kindergartens and the primary schools, thus bringing them all into close union. We want both the teachers of the grades and the kindergartners to feel that the kindergarten is not a thing apart, but is an integral portion of the public school system, being nothing more than the lowest grade of the public schools, having its exercises and training adapted to the condition of the children. We have endeavored to so strengthen our Training Department that the kindergartens will improve with the new material received into them each year. Still we must draw quite largely from the training schools, private and semi-private, hereabouts. I wish I could impress upon the authorities in control of these schools one or

two simple principles. First, that kindergartners should be not merely by nature adapted to the work, but should be women of culture. Too many girls with very limited educational qualifications are taken into the training schools, and many of them seriously hurt the cause. Another pointer for the trainers is that they insist upon the musical qualifications of their graduates. So much is made in the kindergarten of rhythm in all phases of the work, that it seems a pity that so many should be graduated from kindergarten training schools with music neither in their souls, their voices, nor their fingers. I join you in your toast of the Kindergarten Universal.—Yours very sincerely, *C. B. Gilbert, City Superintendent.*

WOMEN IN COUNCIL, of Roxbury, Mass., publish the following preamble and statement of the object of the organization: "Whereas, we know that the largest part of the work in the life of woman is, from her nature, connected with the care of children, we realize that the characters of men and women are formed chiefly in childhood, and by those that have the care of them; and as these characters descend by hereditary transmission to children and grandchildren, the influence then exerted is incalculable and illimitable. We believe it to be the duty of woman to prepare herself in the best way she can for so great a trust and responsibility; and, desiring earnestly to do our duty, we hereby associate ourselves for the purpose of informing ourselves on all subjects connected with the care of children, assisting each other in the search for information, stimulating to thought about, and inciting to the study of, these subjects. The manner of carrying out this purpose is to meet occasionally for the interchange of ideas and information, and to read books and reflect in the interim. The original purpose of the council, which was exclusively child study, has been modified and expanded as a natural result of growth. As all women at some time in their lives are brought in contact with children, and are therefore responsible for their nurture, the department of child study must ever hold a place of special importance in our discussions. We believe that the ideal woman is she who through self-culture has fitted herself to be the companion and inspiration of children. The more lofty our ideal, the more need of enriching our lives that we may fulfill that ideal. With this thought in view, we have added to our list of subjects for study, history, literature, ethics, art, and science, all of which must contribute their share to the production of "the perfect woman, nobly planned."

THE State Kindergarten Association of Pennsylvania held its first annual meeting at Erie, October 27 and 28. The following program proved to be one of great interest and profit to all in attendance: "Ways and Means of Making Kindergarten Work Most Effective," by Miss Lizzie Macfarlane, secretary of Pittsburg and Allegheny Free Kindergarten Association; discussion led by Miss Kate Spencer, Erie, Pa. "Relation of Kindergarten to Public Schools," Miss Elizabeth Culp, principal Kindergarten Training School, Pittsburg. Address, Miss Mary Louisa Butler, organizing secretary National Congress of Mothers. "Suggestions to Kindergartners in their Work with Mothers," Mrs. L. P. Wilson, Altoona, Pa. "Children's Literature," Miss Susie Underwood, supervisor Kindergartens, Scranton, Pa. "How Can We Have a Uniform Standard of Work in this State?" discussion led by Miss Culp, Pittsburg. "Play as an Actor in Education," Miss Anna Nye, superintendent of Kindergartens, Erie. The quality of the audience, the earnestness of the speakers, the coöperation and hospitality of the Erie people combined to give much encouragement to the officers of this association for future work.

AFTER a bitter fight of several hours, the city council of Rockford, Ill., by a vote of eight to six, passed a curfew ordinance compelling all children under sixteen years of age to be off the streets by 9 o'clock at night. Why is a bitter debate of such a question necessary among "city fathers" unless, perchance, each such measure calls for a campaign by education? In several cities where the curfew ordinance exists there is no effort made to enforce it. The "city mothers" must rally to municipal duties, because these are social duties, without political franchise if necessary.

International Kindergarten Union.—The annual meeting of the International Union will be held in Cincinnati, in the latter part of February next. While the full program cannot be announced at this date, there is assurance of a most interesting meeting, with able speakers representing various phases of educational work. Superintendent Dalton, of Brookline; Mr. Henry T. Bailey, the well-known art teacher; and Miss Caroline Hart, of Baltimore, have promised their assistance. Mr. Hamilton Mabie hopes to arrange his engagements to suit the time of the meeting, and Miss Harrison and other prominent kindergartners have been invited to speak.

One session will be devoted to "The Mothers' Interest in the Kindergarten," and special meetings for training teachers are under consideration, according to the suggestions made at the last annual meeting by the committee on training.

All branches of the union are urged to make early arrangements for representation in accordance with Article V, Sec. 3, of the Constitution. Local organizations from all over the country representing kindergarten interests are cordially invited to become branches of the union, and individuals not connected with any branch will be welcomed as associate members. All joining the union after this date will not be required to pay further dues till 1900.

Details of the Cincinnati meeting, dates, speakers, and railroad fares, will be given next month, when plans will be more fully matured.

November 9, 1898.
109 W. Fifty-fourth St., New York City.

CAROLINE T. HAVEN,
Cor. Sec. and Treas. I. K. U.

The Southern Educational Association, the second largest body of school folk in this country, holds the annual meeting during the holiday season at New Orleans. Among the speakers on Special Kindergarten Program, which is a new department, are the following: Mary C. McCulloch, on "The Origin of the Kindergarten Idea and the Growth of the Kindergarten Spirit in the United States"; Patty S. Hill, on "Kindergarten as a Preventive Agency"; Amalie Hofer, "Why Should the Kindergarten be Municipalized?" A special feature of the general program will be an address by Inspector Hughes on the "Kindergarten and School." The New Orleans Kindergarten Club is in charge of the social arrangements, and the Woman's Club of the city will hold a reception for the women guests of the association. Teachers or kindergartners wishing a midwinter vacation will find the New Orleans trip a delightful as well as inspiring one. Owing to the quarantine, the meeting was suspended last year, and so the southern teachers are to make up by having a doubly good time this year, and see the old year out by attending the convention *en masse*. Here is to your success in every department, and in the name of the school children of the South.

THE kindergartners of Dayton, Ohio, recently entertained Mrs. T. W. Birney and Mrs. Catlon, of the National Congress of Mothers, on the occasion of the visit of these ladies to the National Cash Register plant of

that city. With Dr. W. N. Hailmann as superintendent of schools of Dayton, the kindergartners have strong reinforcement. Dr. Hailmann addressed the local kindergarten club at its regular November meeting. By a typographical mistake in this monthly, the Dayton Kindergarten Training School was credited with graduating two, instead of twenty students last June.

A NATIONALLY prominent school man writes apropos the editorial criticism of the kindergarten in the November issue of *Education*: "I know the editor of *Education*, and I am surprised that he should talk about the average kindergarten school evidently taught by some young girl, with little preparation, and take it as the type of the real, true kindergarten. I am equally surprised that he should charge up to the kindergarten all of the evils of which he complains, when there are so many cities and towns in which there is no kind of apology for a kindergarten whatever."

The St. Louis Froebel Society elected the following officers at a recent meeting: President, Mary C. McCulloch; vice-president, Mabel Wilson; corresponding secretary, Gertrude E. Crocker; recording secretary, Ida Richeson; treasurer, Nellie Flynn. The society sent flowers to Miss Blow's residence during her recent stay in St. Louis giving a course of lectures. Miss Wilkins, of London, recently spoke before the club on "The Power of the Voice."

THE International Kindergarten Union will meet in Cincinnati the third week in February, the dates not being finally settled, owing to the wish of the president to make a combination with the National Superintendents' meeting, to be held in Columbus at the same time, in order to secure railroad rates. Among the speakers already engaged are Mr. Hamilton Mabie, Mr. Henry T. Bailey, Mr. Samuel T. Dutton, Miss Caroline T. Hart.

THE Texas Mothers' Congress, which held such enterprising sessions in the fall at Dallas, had representatives from ten cities in the state. Mrs. Helen M. Stoddard is the chairman. The proceedings are to be published in full in pamphlet form. The following remark made from the platform by Mrs. Stoddard has been widely commented upon in the press: "Maybe the best thing any woman can give a child or a home is a rested mother."

THE London Parents' Association is now merged into the Sesame Club, which announces the early establishment of the Sesame Child-Garden, on the plan of the Pestalozzi-Froebel Haus of Berlin, with Frl. Annette H. Schepel as superintendent. The training institute will be located in the neighborhood of Westminster. Lady Isabella Margesson is one of the honorary secretaries of the organization.

THE second course of lectures on Music, by Miss Mari Hofer, of Chicago, given under the auspices of The Alumnæ Association of the Buffalo kindergartners, was largely attended and highly appreciated by the kindergartners, primary teachers, and musicians of Buffalo. An effort will be made to secure Miss Hofer for annual advancing courses of lectures.—*M. J. B. II.*

THE Oakland (Cal.) Froebel Society was addressed at the October and November meetings by Mrs. Prudence Brown, who takes for her special subject the meanings of Froebel's Mother-Play Book. Mrs. Brown is a woman of rare insight and solid convictions, and has a message for all women who are in earnest about child culture.

MRS. MARION B. B. LANGZETTEL is at present residing in New York City, although she will continue her connection with the Pratt Institute by conducting mother's work and the games of the kindergarten training class. She is in charge of a morning kindergarten at 141 East 35th street, and is prepared to do practical work in mothers' classes wherever needed.

THE third National Congress of Mothers will be held in Washington in February, 1899, beginning Tuesday, February 14, and continuing four days. All clubs or organizations intending to affiliate with the national body should do so immediately, in order to secure voting representation at the coming congress.

ONE kindergarten supervisor reports that they are using ordinary white cotton cloth, fine needles and thread for the children this year, but have enlarged the folding paper from four to five inches square. She adds that neither the children nor the directors are glad about the "fine white sewing."

The New England Anti-Vivisection Society Monthly will keep you in touch with a kindred cause, and give you data showing the human attributes of animals, which are signs of evolution more inspiring and equally conclusive than those other symptoms which prove the animal temper in man.

PROF. JOSIAH ROYCE of Harvard, spoke at the last meeting of the New York Kindergarten Union on "Social Life as a Factor in Developing Conscience." The paper was voted inspirational in the fullest sense by the members present.

MISS FANNY L. JOHNSON, for many years a teacher at the Kindergarten for the Blind, Jamaica Plain, Mass., is prepared to begin her second year as a teacher of physical training to kindergartners and primary teachers. Her address is Wollaston, Mass.

MISS MARY MAY, director of the Utah University Kindergarten Training School, has been one of the shareholders in the Kindergarten Literature Company from the beginning of its work.

WILLIAM L. TOMLINS has spent two months on the Pacific Coast lecturing before educational circles on "Children's Voices and How to Train Them."

MR. PERCIVAL CHUBB is conducting a valuable series of lectures on the "History of Education" at the Felix Adler School in New York City.

AS A result of good work done by the Syracuse Women's Club a large kindergarten has been opened in the Orphan Asylum of that city.

THE Brooklyn Parents' Society has started its special library. The list was headed with a subscription to the KINDERGARTEN MAGAZINE.

BITS ABOUT BOOKS, CHRISTMAS PICTURES, AND PURCHASES FOR BUSY KINDERGARTNERS.

What Shall I Give for a Christmas Present? This question is asked by many kindergartners who desire to give worthy and at the same time dainty gifts to children. Nothing could be more appropriate than the following: The colored Mother-Play picture of the "Pigeons," framed in a neat, white enamel or gilt frame, ready for hanging in the nursery. The picture itself, 14x21 inches, costs but 20 cents by mail, and an inexpensive frame can be secured at any large store. The picture of the "Giant Wheelwright" would be most acceptable to young boys, framed in the same way.

WHAT pictures or photographs from great paintings would you recommend for Christmas use?

Fritz von Uhde's "Jesus Receiving the Children" can be purchased in photograph in the large size only; price about \$1.50 or \$2. The penny prints of same can be secured in any quantity of the Kindergarten Literature Company. You will find these card prints, 4½x3½ inches, acceptable to inclose in Christmas packages or letters.

WE would recommend the two marvelously beautiful Madonnas of Elliot Dangerfield for choice gifts, such as are given to a school or club. These are modern, and can be secured in large size only of leading art-dealers. Abbot Thayer's "Charity" would be cherished in any home or schoolroom.

Colored Building Blocks.—A set of the celebrated anchor blocks makes life worth living to an entire neighborhood of children. These come in handsome cases of two trays each. A limited number of these for sale at special rates by the Kindergarten Literature Company. You are welcome to examine them.

"Why the Chimes Rang," A Christmas Wonder Story by Raymond Macdonald Alden. Christmas booklet, limited number in stock, 25 cents each. Illustrated.

"Nature Songs and Stories," by Harriette M. Mills, of Columbus, Ohio, is freshly published by The Terry Engraving Co. (\$1.75.)

"Interpretive Picture Studies" is a valuable series of art reproductions with accompanying interpretive questions. Announced by J. H. Miller, Lincoln, Neb.

"Cradle Songs of Many Nations" is an attractively illustrated musical collection for children, by Katherine W. Davis. The collection is arranged as a musical entertainment, available for as many children as the stage can accommodate. It is fresh and attractive for holiday purposes. (Price \$1.)

"Nature Songs for Children" comes from the hand and heart of Mrs. Fanny Snow Knowlton, of Cleveland. The volume of sixty-five songs and games is choice throughout. The song of the "Big Base Drum" will help kindergartners and children to be patriotic together in these

stirring times in an entirely acceptable and at the same time military way. Mrs. Knowlton has had the coöperation of sincere musicians in compiling this valuable collection. (Price \$1.)

"Educational Creeds of the Nineteenth Century" is just issued in book form by E. L. Kellogg & Co., being a careful revision of the statements printed in the *School Journal*.

"Child Life in a Crowded City Center" appeared in a recent number of *Good Health*, written by Mrs. Katharine L. Stevenson, some time resident of the social settlement, known as the Chicago Commons. *The Commons* is also the name of the monthly bulletin of the social settlement movement as developing in many cities and countries.

Wanted.—Back numbers of the KINDERGARTEN MAGAZINE for September, 1895.

"Christmastide," the supplement to *Primary Education* for November, is called a "Tiny Operetta for the Little Ones," prepared by Mrs. Kellogg herself, and carries with it the editor's Christmas greeting. It is full of Christmas cheer and fun.

The Northwestern Monthly for November is strong in its regular departments. The editor of the Child Study Department, Mr. G. W. A. Luckey, writes: "The subject of children's gardens is one demanding attention, and I believe will be found feasible in a great many places. Four years of my experience as a teacher were spent in Ontario, Cal., where a beautiful and well-kept flower garden within the school yard of two and a half acres was the daily delight of the children, and furnished an almost constant supply of bouquets for the teachers' desks." Mrs. Frances Ford, of Omaha, is editor of a comprehensive department regularly entitled, "Outside Educational Forces," and brings the following two valuable articles in this issue: "Travel Classes," by Janet S. Richardson; "Traveling Libraries," by Mrs. Buchwalter. The editorial on "State Normal Schools" is a fair antidote to an article on the same subject which appears in *Education* for November.

FRANK R. STOCKTON has had a good many dogs in his time. The diverting but sometimes annoying characteristics of these four-footed friends are described with a sympathetic pen in the author's paper, entitled "Some of My Dogs," which appeared in *The Youths' Companion* for the week of November 3.

DICKENS starts in the depths. The "submerged tenth," the criminal class, and those victims of society who in their turn prey upon society gain new vividness in his pages. Through "Oliver Twist" the English public learned for the first time to recognize the touch of common humanity in murderer and prostitute. Starting with these lowest social types, the genius of Dickens moves with ardor and ease and affection among the wide ranks of the common people. It is the great world of trade that he shows us, especially of retail trade. His environment matches his people; it is the great London of the lower middle class. A gentleman, a lady, he cannot draw, and he rarely attempts it.—"The Social Passion in Modern English Novelists," by Prof. Vida Dutton Scudder, M. A., in *The Chautauquan*.

It is probable that no country has ever invested so much spiritual, moral, and monetary capital in education, taking into account the brevity of its history, as the West; it has done far more for its intellectual life than the East did in the same number of years, says Hamilton W. Mabie in the November *Atlantic*.



THE SPINNER—Nicholas Maas (1632-1693).

KINDERGARTEN MAGAZINE

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NEW SERIES.

TWO MODERN GIANT STORIES.

"JACK AND THE GIANT" AND "JACKADO."

[In response to the call for original giant stories, which appeared in the September issue of the KINDERGARTEN MAGAZINE, a dozen manuscripts have reached us, two of which are selected as equally acceptable and published in this issue. It was interesting to the examiners to notice that all the stories were mythological, embodying in each case some great force of nature in the form of giants. We wish to thank all contributors to this enterprise. Watch for other special calls from time to time.—EDITOR.]

JACK AND THE GIANT, BY ALICE A. BRISTOL.

A long time ago—oh, so long ago that no one can remember, because it was long before there were any men or women or little boys or girls in the world, the grass and the flowers and the trees and the animals had all the land and the water to themselves. The trees grew, but there was no one to cut them down or use the wood. The flowers blossomed, but there was no one to see how beautiful they were or smell their sweet fragrance. The animals swam and played in the water, or walked through the forest in the shade, or lay in the grass in the sunshine. There was no one to build any barns or fences to keep them in, so they roamed around wherever they wished; and if there had been anyone to build barns they would not have been needed to keep out the cold, for there was no Jack Frost either. There never had been any winter anywhere on the earth; no snow, nor ice, nor frost—just warm summer weather everywhere.

But one day—nobody knows just how it happened or why—a very great giant came and stood on the place farthest away at the north. As he stood there his breath was

so cold that it turned all the water around him into ice, and covered the ground and trees and animals with snow. The giant's name was Giant Cold, and he brought with him his trusty helper, Jack Frost, who worked with all his might to build an ice castle for the giant. As soon as this was finished the giant began to take a walk down toward the south; very slowly—sometimes he was years taking one step—but everywhere the same thing happened, snow and ice covered everything he came near. And Jack Frost “tripped round and round” just as he does now. He couldn't nip the noses of little boys and girls to be sure, for there were none, but dear me! how he pinched and nipped and pulled the animals, until some of them were glad to run away from him away down to the south, and others put more feathers and fur in their coats to make them warmer. And the palms, and all the trees and plants that can live in a warm country only, died, and different ones that can stand cold weather, like the pines and evergreens, grew instead.

And still the giant and Jack Frost traveled on and on and on, until they were almost as far south as we are now. They had been working for many years, and it is safe to believe that it was time for them to rest.

All this time Fairy Heat had been calling her little helpers together, and now went to meet the giant. The fairy was very polite, and persuaded the giant and Jack to lie down and rest. Soon they were fast asleep. Then Fairy Heat and her helpers went quickly to work. They began at the giant's feet—ran under and around and on top of his toes until they began to melt. Of course this awakened the giant and Jack, who were “compelled to retire” to their castle at the north. Fairy Heat and her helpers followed them, meeting the snow and ice as they went, until it was turned again into the little waterdrops of streams and rivers and lakes.

Every winter the giant and Jack steal away from their castle and come down here to make snow and ice for us, and every summer Fairy Heat drives them away again.

Potsdam Normal School, New York.

JACKADO, BY BERTHA M. RHODES.

Would you like to hear of little Jackado and the wonderful journey he took one night? I fear you would never guess where he went, so I shall tell you. When Jackado was a baby his mother brought him to a little cottage among the hills. Here he used to toddle about the floor, climb up and down the door-step, or chatter to the squirrels that seemed to understand his baby prattle. When evening came he lay in his mother's arms, and reached his hands for the great, round moon that shone through the branches of the trees, until the lullaby grew faint and fainter, and little Jackado was asleep. The days came and went. Every morning the sun shone in through the open door; every evening the moon smiled down through the branches of the trees. Jackado was a big boy now, nearly five years old.

One evening Jackado sat by the open window. "I wonder," said he to himself, "what makes the moon so round and bright; why she shines every night and goes away every morning. I wonder why she sails so high in the sky, higher than the highest branches of the moonflower vine that climbs to the cottage roof; so high I could scarcely reach her if I climbed to the top of the vine and reached far up." Oh, happy thought! little Jackado commenced to climb, up, far up, among the moonflowers. But, strange to say, when he reached the top of the vine the moon seemed as far away as ever.

"What shall I do?" asked little Jackado. In answer a little leaf-bud crept out of the branch, pushed its arm straight up and said: "Jackado is the little boy who helps his mother; I will help him." Then another branch crept up, saying: "Jackado helped the little bird back to its nest, I, too, will help him."

And so, as he climbed, branch after branch lifted its strong arm to him, each telling what a helpful boy was little Jackado.

As Jackado neared the moon it seemed to grow larger. At length he found that it was a new land, with hills and valleys like the land he had left below. Hark! was that the wind? Jackado listened.

In a low voice came the words,

"The day's away! away!
The night is bright,
With white moonlight,
And all is right.
Aday, aday, away!"

Along the road came a giant, such a merry giant, with a kindly face, and a merry twinkle in his eyes. "Why, who is this?" said the giant, "and where do you come from, my little man?" He reached down and lifted little Jackado from the vine.

"I am Jackado, and I came from the earth."

"You have come a long, long way," said Giant Custos. "My brother, Giant Gravitation, lives over there. And you are one of his little children! Well, come with me and I will show you around the moon."

He swung Jackado lightly to his shoulder, and started down the hill, singing as he went, "The day's away, away, etc."

The hill was rocky. Below Jackado saw the white snow glistening in the moonlight.

"Here are the moonbeam fairies," said Giant Custos; "listen and you will hear what they are saying. They are sisters to the sunbeam fairies, and their father, the good sun, has sent them here."

Jackado looked closely. Here and there, everywhere, floating, dancing, or flying were throngs of bright little fairies arrayed in soft white gowns from rainbow colored wings to tripping feet. Near by a group of fairies rested on a rock.

"Tell us, Love," said one of the fairies, "what you did on earth last?"

"I wish you could have been with me, dear little friends," said Love. "I crept in at a window where a little babe was lying. How he laughed and crowed to see me smile and nod; I kissed his hands and face again and again. Where did you go, Joy?"

"I called the bat and the sleepy owl," said Joy.

"I awakened the moonflowers," said Peace.

"I wove a beautiful path across the dark waters," said Hope.

"Baby will be waiting, I must go," said Love.

"And I! and I! and I!" said the others, and away they all flew.

"And now," said Giant Custos, "we will go to my castle, and while you are resting I will tell you a story."

They passed through an opening in the rocks, and into a large room with marble walls and floor. Around the wall was a beautiful border of pearls.

"Once upon a time," began Giant Custos, when they were seated, "when the great, round earth and the round, round moon were new, and Giant Gravitation and I were young, the great Father of All called us to him. 'Gravitation,' said he, 'I will give you the earth for your home. You must hold it in its place, and keep its walls strong. Take good care of the people, of the birds, of the seeds, and of the raindrops. Be very kind to all my little children. And Custos, you may live in the bright, round moon. You must hold the great hills together, and keep the little stones from wandering off. You just guide the moon around the earth, that the moonbeams' fairies may go and brighten the night on all sides of it.' Ever since we have lived in our homes, always busy and always happy."

Little Jackado threw his arms around Custos' neck. "What a good, kind giant you are!" said he.

Again they climbed to the top of the hill. Little Jackado took hold of the vine. "Good-bye, Jackado, my little man," said Giant Custos.

"Good-bye, dear Giant Custos," said Jackado, as he climbed down, down, to his own dear little cottage on the earth.

"What a happy little boy is my Jackado," said his mother the next day. "His face is as round and as bright as the moon. I should hardly know what to do without him."

Perhaps she did not know little Jackado had learned the moon's secret, and knew it shone so brightly every night

because the moonbeams' fairies and good Giant Custos were always busy making other people happy.

Often in the evening Jackado sits on the doorstep and watches for good Giant Custos' face, the "man in the moon" we would call him, and listens to catch his song.

"Aday, aday, away, etc."

Little Falls, Minn.

THE SNOWFLAKE.

Set to music by Harriette M. Mills in the new book of "Nature Songs and Stories."

IT was a little snowflake
With tiny winglets furled;
Its warm cloud-mother held it fast
Above the sleeping world
All night the wild wind blustered
And blew o'er land and sea;
But the little snowflake cuddled close
As safe as safe could be.

Then came the cold gray morning,
And the great cloud-mother said:
"Now every little snowflake
Must proudly lift its head,
And through the air go sailing
Till it finds a place to alight,
For I must weave a coverlet
To clothe the world in white."

The little snowflake fluttered,
And gave a wee, wee sigh;
But fifty million other flakes
Came softly floating by;
And the wise cloud-mothers sent them
To keep the world's bread warm
Through many a winter sunset,
Through many a night of storm.

—Margaret E. Sangster.

FROM MOTHERS AND FROM MOTHERS' CLUBS,
FROM TEACHERS AND FROM KINDER-
GARTNERS

IN CORRESPONDENCE WITH THE EDITOR.

MOTHERS' STUDY CLUB.

MISS ANNA E. MILLS writes from Oskaloosa, Iowa, as an officer of a study club:

We are very busy as a child-study department studying Froebel through Miss Blow's Mother-Play questions. The four years' course of work is broadening and strengthening all of us. I am personally very closely occupied with a small private kindergarten, taking children younger than can enter the public kindergartens, and have organized a mother's class for the purpose of reading and studying that wonderful book, "A Mother's Ideals." I write thus freely because I feel sure you like to know of the work in all directions, and take a personal interest.

THE SOUL OF THE PRIMARY SCHOOL.

Miss Kate Brown, author of "Evolution of a Primary Teacher," writes from the abundant joy of her school-ma'am's heart:

I wish you could see my school this year. We are in a large, airy, sunny room, with green trees all about. There are fifty-seven of the sweet, tiny souls—a few you saw last year, but the majority are fresh from home. They are the most natural, naïve little people. . . . I can understand so well Grace Hallam's absorption of delight in her children's delight. One of the small boys who used to work in a languid, bored way, said to me yesterday in the most radiant fashion: "It seems as if I get happier every day." I have had a normal observer (cadet teacher) this past month, so that has given me the chance to do some visiting. I returned Monday p. m. just as school opened. The children were sitting quietly, but when I came in a laugh ran over the entire crowd, just as a little wind stirs the daisy petals of a whole field. In another instant they were rushing toward me with outstretched arms and glowing faces. I had to send the

dear crowd back, but nothing could rob me or them of the real fellowship that flashed between us. They are full of poetry. One day I said: "Let us try to work quietly—all big, beautiful things move quietly." One child said: "We will be as quiet as the sky." "Oh, no," said another, "as quiet as the biggest kind of a lovely, great tree."

PLAY-ROOM INCIDENTS.

Ellen Lee Wyman writes: This story comes to me from a member of Gertrude House, and is good enough for a text of a whole sermon which many a father and mother might well preach to himself or herself. A little boy having been rather pranky and unmanageable, the young father undertook to discipline him, not preserving, in his methods, the best self-control. Finally, in desperation, he took the child to his room and shut him up. After some time had elapsed, and the stern parent was relenting to the extent of resolving to go and release the child, the door was heard to open softly, and a dear little voice called: "Well, papa, are you over your tantrum now so I can come down?"

Here is another from my own play-room: Some remarks had been made about the little sister's rapid growth, and a desire expressed by some one to keep her young, whereupon little Jack spoke, after a moment's thought: "I'll tell you how to keep Elsie young; don't let her have any birthday cake. We will just keep quiet and let her birthday slip by, and if she never *eats* any birthday cake she will never grow old, don't you see?"

A UNION CHRISTMAS PARTY.

Mrs. Alice Turner Merry writes: "I think you will be interested in the inclosed clipping from one of our Ann Arbor (Mich.) papers, headed 'Christmas Spirit':

Already plans are being made to secure a happy Christmas for the little children of Ann Arbor whom Santa Claus might possibly forget. A Christmas-tree is to shine with candles, first in the Unitarian Sunday-school, and then over at the hospital for the benefit of the sick little children there. Also for three Saturdays there is to be a busy mending of toys that need only a little "care and contrivance" to again delight some child's heart. The committee of the lately formed Unitarian Sunday-school Association, who have in charge the 'Christmas spirit' work and the second trimming of the tree, wish to invite the coöperation of all the children in Ann Arbor, both boys and girls. Let us not think any

thing about what church we belong to, but let the children come together animated by the true Christmas delight in giving, and work together, stringing pop-corn, pasting pictures on single sheets of cardboard for the weak little hands of the sick children to easily hold, making new dresses for the mended dollies, and many other delightful occupations which the two kindergartners in charge, Mrs. Alice Turner-Merry and Miss Margaret Weidemann, lately returned from Chicago, will show to them. It is hoped that many more presents than will simply furnish the sick hospital children may be refurbished, so that parties of children may play Santa Claus themselves, and take to poor families toys for the children. The assistance of the mothers and fathers of Ann Arbor is asked in helping their children to come Saturday afternoon, from two o'clock until four o'clock, to the Unitarian church, provided with a little bag of popped corn for stringing, with magazines or books out of which pictures may be cut for pasting, with pictures already cut out at home, with pieces from the scrap-bags out of which the dollies' dresses may be made, with old pairs of scissors, safely having the points tucked into a spool of thread, with old toys for us to mend, or just with a pair of helpful childish hands, and a heart full of the true Christmas spirit. Any children of a larger growth will be welcomed gladly, to help superintend these Saturday good times, which begin the coming Saturday.

A STAR IN THE SKY.

Mrs. Anna Haywood Merritt, of Lockport, N. Y., sends the following note with poem:

Inclosed please find the manuscript of a short poem, the idea of which was wholly original with my three-year-old son. Possibly you may see fit to give it a place.

Up in the sky, when it's dark,	The moon must the little star's
I can see	Papa be
A bright little star	And his mamma,—who
That's winking at me.	I wonder is she?
Gayly we play	She must be the sunshine
At hide-and-seek,	So warm and bright,
As from under the clouds	That shines all day,
I watch him peek.	Then sleeps at night.
Does he twinkle, I wonder,	Oh, no, little star,
The whole night through,	With your sparkling bright eye,
Away up there	Twinkling so merrily
In the sky so blue?	Up in the sky,
Is there no one to lay him	I'd rather be here in my bed
Safe in bed.	This cold night
And tuck the soft cloud covers	Where my own dear mamma
All round his head?	Has tucked me in tight.

BUSY TEACHERS AND APPRECIATIVE PARENTS.

The following notes are sent to us by the principal of a large public school in B——, a conspicuous eastern city. The letters were asked for in order that the interest of parents might be ascertained. A regular parents' day is a feature of the school, and mothers' meetings are well attended. The enterprising principal writes:

Mothers' meetings, although looked upon as educators of parents, have been equally instructive to the teachers, and as great a stimulus to child-study as anything we have ever had. I have never known a parent to go away from this school without thanking us for all we are doing, and offering to help in any way possible.

The cooking teacher writes:

The interest which the parents of our pupils take in their children is often shown to us purely on the practical side. To illustrate, one mother told me that her little girl did all the darning of the stockings for a family of five; another, that her daughter made her some beautiful pillow-cases this last summer, using the hemstitch and the Mexican work to ornament them. The parents always ask to see the sewing room, and want to see the teacher of sewing. One mother said that her daughter had learned to make the most delicious cream of tartar biscuits, and that when she was away for three days, the little girl did all the cooking, greatly to the father's satisfaction. A prominent citizen told me that the best cook he ever had in his family was one of our graduates. One of the ways in which the mothers show their appreciation of the work is in telling us how much their children can earn so soon after leaving school. One of our girls in three months after graduating earned \$5, and soon was raised to \$8 per week. The mother felt as though this was such a help that her next child, a boy, is going through the high school. We are very often told by parents that they realize so keenly the privileges they were deprived of in their early life, and they are thankful that the children are having them here.

A fifth grade teacher writes:

I found the parents intensely interested in the mother's meeting, several sending notes stating their regret at not being able to attend. Many had never been in the building before. Their surprise and appreciation of the building and its value to the children was universal. One of my chil-

dren, though having moved from the district, still attends this school. The mother intends that the child shall be a dressmaker, and thinks no other place offers opportunities like the sewing room of this school.

I am a new teacher, and as yet have not met many of the parents, but I will tell you what the attitude of those whom I have seen has been. Two of my boys were inclined to be troublesome. Their fathers came when asked, and expressed a determination to help us—the teachers. On the day when you visited us, I showed the mother of one of my boys over the building. She was interested in her children, knew in what classes they were, and who their teachers were. She told me in the strongest terms how much she thought the kindergarten had done for her little ones.

At the mothers' meeting there were present nine of the parents of my children. Nearly all the others sent word that they were very sorry they couldn't come, but on account of their work they were unable. One parent in talking to me said: "The children here have a fine chance for growing up smart men and women. My girl does nearly all the cooking." Another one said: "I don't see where you teachers get your patience." Nearly all the parents seem to appreciate the advantages offered the children.

One of the parents said to me: "I wish all our mothers could have come to the mothers' meeting this afternoon, it has helped me much." Another mother, who was being shown over the building, said: "And this is the cook room! I shall let Mary do more cooking at home."

A young mother who is doing a conscientious and at the same time beautiful work for all mothers and children in her vicinity writes *apropos* a recent discussion at a mothers' meeting:

Do you remember, yesterday I spoke of a little boy in our kindergarten who used very coarse language? This afternoon our little six-year-old daughter said to me: "Mamma, Dan (the boy referred to) was a very good boy this morning, and shall I tell why?" Of course I replied in the affirmative. "Well, I spoke kind words to him and asked him to help Miss Edith, and he promised he would." This was done without the slightest suggestion from me, confirming my impression that the home influence will counteract the objectionable elements encountered outside.

TOPICAL OUTLINES FOR MONTHLY MOTHERS' MEETINGS.

MARY LOUISA BUTLER.

SUBJECT V—DISCIPLINE, OR HOW SHALL WE GOVERN OUR CHILDREN?

Topics.

1. How far is it feasible and advisable to make punishment a natural result of offense?

"If thou 2. Should fear ever be used as an element of discipline?

the truth 3. What place has corporal punishment in the discipline
wouldst of a child?

teach, thou 4. Should the execution of discipline be relegated to
must be true persons other than the parents?

thyself." 5. Is it advisable to protract displeasure shown by parents to children as a punishment for offense?

6. To what extent should approbation be a part of discipline?

7. Which is better, to force obedience or to make a child want to obey? Why?

8. In training a child what distinction should be made between license and liberty?

Important Points.

"Before Since there has to be authority in the family both for
punishing the child's good and for the welfare of the home, and
find out if since there must be obedience to prevent disorder and mis-
some phys- chief, it follows that there must be punishment or restraint
ical trouble in case of disobedience. If the child is intelligent and
is the cause strong enough he will curb his own passions and appetites,
of bad be- but if he has not yet learned to do this some one must help
havior." him till he is strong enough to need no help. Punishment,
therefore, ought to be so directed as to give the child self-

*Miss Mary Louisa Butler served as organizing secretary of the First National Congress of Mothers; is also broadly known as a Sunday-school worker and writer, as well as author of that useful "Handbook for Mothers." She has spent many years in Child-Study and Mother-Study, and from her broad experience will bring to this work the helps that seem best fitted to meet practical needs. Leaflets 30 cents per hundred; sold in lots of one hundred only. All correspondence may be directed to Kindergarten Literature Company, Chicago.

control. He should be made uncomfortable when he does injustice; he should find that falsehood will prevent his being trusted; that violence takes away his freedom; that by disobedience he will have his privileges cut off; that if he behaves like a baby he must be treated accordingly. If punishment be only given for the good of the child and the home, there will need to be very little of it. So much has been and will be said about whipping as a means of discipline that the following from an unknown writer seems very properly to claim a place just here:

"A parent who does not know how to govern a child without whipping it, ought to surrender the care of that child to some wiser person. We have heard many old people say: 'If we were to bring up another child we would never whip it.' They are wise, but a little too late. Instead of God doing so little for children that they must be whipped into goodness, he has done so much that even whipping cannot ruin them—that is, as a rule. But, alas! there are many exceptions to this rule. Many children are of such quality that a blow makes them cowardly, or reckless, or deceitful, or permanently ugly. Whipping makes children lie. Whipping makes them steal. Whipping breaks their spirit. Whipping makes them hate their parents. Whipping makes home distasteful, makes the boys runaways, makes the girls seek happiness anywhere and anyhow. Whipping is barbarous. Don't whip."

Great principles cannot be propagated by the sword. They may be enforced, but real growth comes through an unseen force that cold steel cannot measure. Our state prisons and other reformatories are full of people who by means of chains, bolts, and bars, and sometimes even more heroic measures, are obedient to law, but who has ever known an instance where this treatment alone made a man able or strong to withstand temptation when the restraints were removed? True freedom comes from obedience to law, but the obedience must be voluntary if freedom and happiness are united.

The great lesson of life is overcoming, and any discipline

"And, ye fathers, provoke not your children to wrath: but nurture them in the chastening and admonition of the Lord."

"Let the child be brought to do right because it is right, and not because it is unsafe or appears badly to do wrong."

that does not help a child to learn this lesson is a failure. St. Paul says: "Our wrestling is not against flesh and blood, but against the principalities, against the powers, against the world-rulers of this darkness, against the spiritual hosts of wickedness in the heavenly places. Wherefore take up the whole armour of God, that ye may be able to withstand in the evil day, and, having done all, to stand."

Oh mothers, in training your children remember that the child of today is the parent of tomorrow. The child who knows no obedience for himself cannot be a man or woman fitted to control other people. God's promises are to the third and fourth generation. Remember that you are training for eternity. Love never faileth.

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Now I see the secret of the making of the best persons,
It is to grow in the open air and to eat and sleep with
the earth. —Walt Whitman.

All architecture is what you do to it when you look upon it,
Did you think it was in the white or gray stone? or the
lines of the arches and cornices? —Walt Whitman.

O to sail to sea in a ship!
To leave this steady, unendurable land,
To leave the tiresome sameness of the streets, the side-
walks and the houses,
To leave you, O you solid, motionless land, and entering
a ship,
To sail and sail and sail! —Walt Whitman.

KINDERGARTEN MARCHING.

LUCY POLK.

I HAVE been encouraged by one of our best kindergartners to put before the rest of the sisterhood one or two ideas that have come to me—a real kindergartner at heart though untrained—during my invalid-leisure.

It seems to me that there is a deep inner meaning in both the marching and the games, but especially in the marching, that is hardly appreciated as it should be.

The inner teaching of the games is emphatically that, "All are needed by each one"; that each one has a part to perform toward the smooth running of the whole, and that unfaithfulness on the part of anyone will make all uncomfortable. But the teaching of the marching goes farther and deeper; it symbolizes the onward progress of mankind, in mental and spiritual development, entirely apart from the industries that associate them together; it shows that this progress is universal in its sweep and grandly rhythmic in its character, following the changes of the solemn march played by the unseen hand of God, only audible to earnest, reverent, listening souls.

This grand idea can be gotten into the minds of the children, I think, without difficulty if we go about it rightly. To that end I would have a different tune for each kind of marching, by ones, twos, fours, etc. The children should become thoroughly familiar with each tune—as played with all possible variations as to expression, loud, full, or soft; and as to time, fast, medium, or slow—before another is introduced, and the musician should alternate the tunes and change the time and expression very rapidly.

Among the children I would never appoint leaders, except just at the beginning of the day's marching, but let the post depend on merit; that is, if the leader became inattentive, or failed to keep the appointed line, or, *especially*, failed to notice or obey any change of tune or expression, I would

let some one who had observed all these necessities take his place; so teaching that the leaders in the march of life are those who have won and deserved their places, and that they are liable to lose them at any time by their own negligence. This way of changing leaders will concentrate the attention on what is being done, a most desirable thing always.

Then, at Christmas time, we shall be ready for a new application for the lesson of that blessed season which I would work out in this way: During the marching, say on the day preceding the holidays, I would call to my side one of the children who had been in the kindergarten the longest time, and then, by a sign to the musician, have some tune begun which should be new to the more recent children, i. e., those of that year, but well known to the older ones; after they had tried for a while to know and do what it said, I would send back the child I had called out to take his place as leader and show the others what the music meant. After a time I would stop the marching, and ask the children what had been done, and show them how the people of the world, God's little children, had not quite known what he wanted them to do, how he wanted them to live, and they tried, some this way and some that way, and made a great many mistakes (just as you did when you did not know what the music said), till he sent the dear Christ-Child, our Elder Brother, to live with them and show them how, as I sent Robert in to show you how I wanted you to march.

Later on in the school year comes Froebel's birthday, into and out of which a new lesson can be gotten by following this new teaching of marching. I would work it in this way: In the marching, on the celebration of his birthday, I would have the changes of tune all made when playing exceedingly soft and slow, so as to require close attention to follow; then when some child has listened, heard, and obeyed, I would stop the music, and gathering the children around me draw from them what had happened, asking, "Well, Fred, what made you change the marching?" "Why, the music said to march by ones" (twos, or whatever it may be).

"But how did you know that it changed, James went on just the same?" "I listened hard and heard what the music said." "Very good indeed, Fred, that is the way we must all do; now I will tell you about a man who did just what you did." Then make as vivid a word picture as you can of the conditions of child-life before and at Froebel's time; then show what a good, true man he was, and how because he was always listening to God's music, he heard it change with regard to the children, though it was very, very low and soft, and how he obeyed the new march, "as you did, Fred." Tell what beautiful work he began to do for children, and how he kept steadily on, no matter how people, who did not perceive the change, laughed him to scorn, "just as the rest of the children thought you had made a mistake, Fred."

Then make another word picture of child-life as it is today, showing how almost everyone is learning, more or less, to follow his teaching. From talking of our gratitude to Froebel, we should emphasize how necessary for all of us is such close listening to, and obedience to, the mighty March of God.

JAMES WHITCOMB RILEY's stirring lyric on the original of the name of "Old Glory" in the December *Atlantic* is a notable and thrilling poem. The poet apostrophizes the flag in several impassioned stanzas, and asks of it:

Who gave you the name of Old Glory, and why
Are we thrilled at the name of Old Glory?

*Then the old banner leaped, like a sail in the blast
And fluttered an audible answer at last.*

And it spake, with a shake of the voice, and it said:—
By the driven snow-white and the living blood-red
Of my bars, and their heaven of stars overhead—
By the symbol conjoined of them all, skyward cast,
As I float from the steeple, or flap at the mast,
Or droop o'er the sod where the long grasses nod,—
My name is as old as the glory of God.

. . . So I came by the name of Old Glory.

THE KINDERGARTEN IN A PUBLIC SCHOOL SYSTEM.

DR. GEORGE GRIFFITH, SUPERINTENDENT OF SCHOOLS,
UTICA, N. Y.

I BELIEVE that the greatest educational work of the day is the proper correlation of the home and the school in the work of educating the child. Believing this, it seemed to me not inappropriate that a representative of the schools should accept an invitation from this body representing the homes of the state. I shall speak a few words about that institution which, perhaps more than any other, brings together the home and the school—the kindergarten.

“In my opinion the kindergarten should be a part of the public school system in every city in the United States.” Thus spoke, years ago, Dr. William T. Harris, at the time superintendent of schools in St. Louis, now United States Commissioner of Education, one of the wisest philosophers and ablest educators in America. Thus are speaking the people today in numberless cities and towns of this country. Dr. Harris put his belief into practice in 1873 by the introduction of kindergartens in the public school system of St. Louis. So the friends of the public schools here and there all over the country are putting their convictions into practice by demanding and sustaining free public kindergartens.

The fundamental reason for education at public expense is the greater good and safety of the state from educated citizens. No branch of education does more toward making good citizens, and hence none has a better right to public support than the kindergarten. The time was when it was thought that the simplest elements of “book learning” were all that should be given at public expense; but broader ideas of public education are now held by most intelligent persons. The kindergarten at public expense is fast gaining recognition as a legitimate part of a system of schools because of its great efficiency in making better citizens.

The kindergarten extends the now too limited school life of the children of the poor. Such children must leave school at a certain age to join the great class of bread winners. The kindergarten, by taking them into school one or two years earlier, extends by just that term their school life.

By the universal testimony of those having experience with them, children from the kindergartens make much more rapid progress in subsequent school work because of their kindergarten training. Thus the kindergarten not only extends the length of school life, but greatly increases its efficiency.

The value of the kindergarten in the manual and mental training of the child is too generally recognized to need even a restatement. Over and above all other benefits coming from the kindergarten is, in my judgment, its moral training.

Speaking from an experience of six years in introducing, sustaining, and extending kindergartens in a city system of public schools, I offer a few suggestions and cautions.

First, I would have the kindergarten pure and simple: no mongrel mixture of a few kindergarten songs and occupations with much of the old-time book work should be passed off for a kindergarten. Have a pure kindergarten to start with, and then let the kindergarten spirit, and some of the kindergarten songs, games, and occupations, extend upwards into the first and second grades of the primary.

Secondly, insist upon thoroughly educated, well trained kindergartners. The time is past when a lovely disposition, sweet manners, and musical ability are sufficient qualifications for a kindergartner. These are essential but not adequate to the best work. At least a good high school education, supplemented by two years of thorough professional training and practice under close supervision, should be a minimum standard.

Thirdly, "Make it a part and not a plaster." The kindergarten should be an integral part, the first grade of a system of schools. It should be in all ward schools, for the rich as well as for the poor. It should be correlated with

the grades next above it, and the work of these grades should be so modified that the transition shall not be abrupt. There should be sympathy, fellowship, and mutual understanding of one another's work between the kindergartners and the primary teachers.

Lastly, it is not necessary that its introduction be at the expense of any other department of school work. It is not necessary nor wise for the advocates of the kindergarten to argue that kindergartens are of more general value than the high school, and should be supported sooner than the high school, nor on the other hand is it any more necessary that kindergartens should be denied or neglected in order that the high school may have additional facilities. In my opinion a system of school in these days which would lay claim to completeness must include facilities by which any child may have free opportunity for a course of training from the beginning of the kindergarten to the completion of the high school. In a short time, if not now, the city or village which does not have the kindergarten as an integral part of its system of free public schools will be considered behind the times.

"FROEBEL has taught anew what childhood, child nature, child study, represent. Schools have taken on a deeper significance, because the realization is becoming more and more vivid that what the schools are now, so will be the homes and nation of the future. Woman's place as a teacher in schools has never been disputed, and we see everywhere five-sixths of the teachers in primary and grammar schools women. Then the largest percentage of the children are below ten years of age—the age that in homes both sons and daughters are left to the training care of the mothers. Why in the past has there been a question that woman's influence and place should not be officially recognized in school systems? Why in this country are there so few women on school boards, either as trustees or commissioners? Why are there, at this present time, no women on the boards of New York or Brooklyn? Various answers could be given, but no one could say that women should not be represented, when the above mentioned boards oversee and control over 5,000 women teachers and 300,000 children!

SOME PROBLEMS IN EARLY EDUCATION.

C. C. VAN LIEW, LOS ANGELES.

“NOT in possession, but in pursuit.” The teacher in practice has never needed these words of a great educator more than today. The most casual observer must appreciate that we are in the midst of a great transitional epoch in educational practice. The very men whose systems we have been worshipping, Herbart or Froebel, for example, served their highest purpose in the initiation of a *movement* which we should be the last to check or drop out of. Have we then, in fact, been the first? On the other hand, in the effort to preserve educational movement along paths blazed for a distance by the pioneers in educational progress, it is not necessary for the teacher to lose stability or balance; it does not become imperative to forfeit independent, individual judgment. It would be folly to turn order into chaos by substituting half-digested ideas for habitual, definite and serviceable norms of action. There is room also for the application of reason in changing from the less reasonable to the more reasonable, from old to new, from false to true, from half-truths to whole truths. Yet if the names of our professional prophets have come to mean anything more to us than symbols of movement in human evolution, we stand in very great need of regeneration; then it is time to administer some jar to the rigid, cramping cast of one's system.

There are many open problems in education which only the teacher in practice can solve. In many instances these problems in the *art* of child culture have been thrown open anew, or have been modified in form, by a completer knowledge of what is making for a *science* of the child, thus effecting the conditions under which the teacher must work.

Probably the most urgent problem of early education is that of the right physical development of the child. Here an almost complete revolution of thought is taking place.

There has always been the demand for physical care and culture, but the notion seems to have been rather that a physical basis should be established upon which a higher moral and intellectual being might safely rest. Today our knowledge of the physical development of the child points rather toward physical training as a form of soul-training. And not only do the movements of the body furnish peculiar sense-materials, as vital as any to full mental life and growth, but certain of these movements are intimately connected with, or better the expression of instincts which connect the child with the experiences of his ancestors and their accumulated power. Then, by the law of a most intimate, racial association, those of the child's movements which are instinctive are vital accompaniments or conditions of mental development. The latter finds both stimulus and forms of expression in the former. Thus the whole problem of physical education, in so far as the succession of instinctive movements can be traced, is at once also a problem of the development of mental forces in the child. It becomes imperative to suit the physical employment of the child to the line of bodily movements which instinct prompts him to make at any one time.

Now we must admit that this field opens as many questions touching child nature we are still unable to answer as it reveals measures in educational practice that should at once be taken; probably more. Yet it is equally true that we have knowledge touching succession in physical growth gathered from a variety of sources which should affect practice.

For example, the historical view of physical man teaches that the race must have first developed those movements which are called fundamental, controlling the large muscles and limbs, the swaying and rotating of the trunk and head, walking, running, etc., the swinging and bending of the arm in a variety of directions; then the coarser usage of the hand, such as the grip to suspend the body or grasp a large object. With these roughly indicated movements must be associated a wonderful variety of coördinations of movement,

well illustrated in the act of hurling and releasing a spear, which employs most of the fundamental muscles of the body. There must have followed the development of finer and more complicated groups of muscles, still closely associated with the above, especially in the intelligent use of the hand. The development of the hand, then, in its higher technical and artistic movements, has been an accompaniment of intellectual awakening and expansion in mankind. If this order is seen to be more or less emphatically reproduced in the child the fact is significant enough to demand our attention in all the physical employment we give the child. A number of investigations have shown that the law of development, first of the fundamental and then of the accessory movements, does hold good in the development of the individual child. There is no longer any reasonable doubt either of the law or its importance. It remains for the teacher to trace out its bearings in the details of her work. It is one of the purposes of this article to suggest some of these bearings as problems.

As yet we can hardly be said to realize the extent to which the principle just alluded to may affect us. Let us take, for instance, the important corollary of the law that healthful, efficient development of accessory movements rests upon a relative maturity of the fundamental. Only in so far as the body as a whole possesses a large measure of that poise, ease, balance, and power of movement which results from the efficient training of the fundamental centers may the accessory powers be well trained, for the latter depend upon the control of the body as a whole. Yet how often we find the children of the kindergarten or primary grades employed in fine sewing, or plaiting, or other miniature manipulations who are as yet unable to throw a ball well, freely, and in a variety of ways with either vigor or accuracy of aim, or to coördinate the hands, arms, and eyes accurately in catching it at any distance. Other instances in which the order of development is violated might be given. Primary writing, in the great majority of cases, is a notable example.

There is less to be said against primary and kindergarten exercises which employ legs and body, but just here the child does most for himself. The chief criticism is to be made upon the attempt to introduce fine accessory coördinations before the fundamental have been trained. The single instance of the ball plays used in the kindergarten shows how slightly the possibilities of training fundamental movements of arm and hand have been appreciated in the past. Yet the ball is a most excellent center about which to group healthful games and movements.

It is interesting to note the way in which children react upon work which employs the finer accessory movements before they are ready for it. The cramp of the first grades in the early attempts to write is proverbial, and it is a fair question which teachers must grapple with in earnest as to whether the child's control of the body as a whole is commensurate with this extreme task of fine coördination. The hand is not the only index here of the physiological condition of affairs. The cramp and nervousness of the whole body appear particularly in the bracing of the body against desks or chairs, or the hugging of the elbows to the sides. Too often these very young children are seen to be forcing a control of the body as a whole which is not yet natural or habitual, in order to build accessory movements upon it. Education will proceed far more safely, effectively, and with greater economy by making sure of those habits first which are presupposed as the basis of finer training.

It is true that children soon acquire a certain facility in some line of movements which gives a show of ease, but at the expense of safety and health. Two other facts of common observation should be noted here. (1) Very long periods of no progress in either the character of the work or the permanent skill of the workman intervene after the first efforts at acquisition; indeed, left to itself, i. e., without close attention to the nervous process, and with no other stimulus than its own habits and instincts, the hand actually degenerates in its performance of the too precocious tasks. (2) Again, children very often try unconsciously to shield them-

selves from strain. The body-bracing is in evidence here. In the kindergarten, where the sewing through perforated cards still rages, you may find them sliding their needles up to the hole, thus saving the need of control in at least one direction.

It is true that individuals differ very greatly in their physical and manual powers. It is always the individual needs which must be met. Both kindergarten and primary teachers have excellent opportunities in the physical employments in which their work abounds to note the degree of advancement of the child's motor control and power. Here our interest is centered chiefly in the arm and hand. The size, condition, and character of the hand, fingers, and nails are important; then the power of the child to rotate and swing the arm with control; to throw and catch in a variety of ways, grasp, support, let go, to grip with power; to oppose the thumb with strength to the other fingers as in lifting weighty objects; to group the fingers by lateral movements; to produce quick, ready, accurate movements. In such tests as these, often incidentally to be made, we may read the condition and needs of the individual. That individual needs are still too commonly overlooked is a matter for common observation.

There is another problem which should be thrown open here. It is that of freedom or spontaneity in the development of power, steadiness, and precision of movement. Studies made by Lindley (*Am. Jour. of Psych.*, July, 1896) and by Burk and Curtis in the last number of the *Pedagogical Seminary*, have served to reëmphasize and throw light upon the whole question. Naturally the child is characterized by involuntary swaying of the body, and involuntary movements of the limbs and of the smaller peripheral muscles. Probably the first kicks of the babe illustrate these movements in one form. Their persistence in later years is due to the fact that many movements have not yet been brought under voluntary control. The process of securing voluntary control takes place gradually and often culminates not before adolescence. Every effort at steadiness,

precision, or vigor of movement, then, which surpasses the child's natural period of development, reacts in an unnatural and unhealthful tension of body and limbs. The child strains every nerve to control the fundamental organism as a basis for the better work of finer movements. Tension of the body, either in part or as a whole, may be observed and should be a symptom of the unfitness of the work we are requiring; hence our only safe guide is to follow the suggestions given by the child himself under conditions of freedom. Freedom in this case means neither riot nor chaos, but simply that which is in conformity either to the instinctive impulse or to the well-established habit in the child. These must be the basis for spontaneity and freedom of activity in the child; whatever transcends them is a narrowing routine. As soon as we prescribe in detail the definite route to be pursued (e. g., the pattern to be sewed) our guidance is purely arbitrary and may or may not fit the child. In any event freedom of expression is lost, for the child bears no relation to the whole expressed, except in so far as he has mimicked its details. If the child expresses himself freely, he strikes out along his own lines of least resistance with the object as a whole in mind, and gains power by repeated and reflective experiences. This may not be what Froebel meant by his principle of spontaneity, but if it isn't it should be.

The early misconception of the Gifts, together with Froebel's own over-emphasis of mathematics in early education, are probably responsible for some of the abuses in the kindergarten occupations. Changes are being made for the better, but many vestiges of a cumbrous baggage still remain. Among them are the pattern and picture sewing, which, besides running the constant danger of physiological inadaptability, are in no sense the child's expression of himself. The lines upon the tables, without which, probably, no kindergarten table could pass muster, while they may serve good purposes at times, ought at least to be covered up when the child undertakes original work in construction, straight lines and right angles should have no more place in his castles,

roads, walks, houses, tables, and architecture, than they necessarily have in adult reality. In so far as they are necessary, the child should be allowed to approach them, according to good kindergarten doctrine, by the method of his own unfolding. Every suggestion of angles and lines, except that embodied in his materials, should be removed, as far as possible, when the child undertakes original construction. In checking physiological spontaneity, then, we also check mental spontaneity. Is there anything in the suspicion that the desire to have something presentable, pretty, and orderly for the Christmas-tree, for example, is in a measure responsible for our "angular" persistency in using ready-made patterns according to which our children should exercise spontaneity? What greater prize to teacher or parent could kindergarten work produce than the little, ragged-edged, brown-leaved booklet, which the writer recently saw, full of rude but graphic imaginary illustrations of a story presented in the kindergarten, the whole the child's unaided conception and execution, for his teacher?

The introduction of clay, of pencil and paper, and of water colors, into the kindergarten and primary grades, has placed every important means of free expression in the hands of teachers. Yet it is a little disappointing, in view of the new spirit which such work was supposed to express, to find the children directed to use their own sketches as patterns to be sewed, to the loss of the real prize, the original production. In the primary grades of the school some of the busy work and the writing are open to similar criticism. It is seriously to be doubted whether writing can be taught in the first two years either with health or profit. But if it must be taught, we should at least let the child set his own pace in the acquisition of skill and facility. This we do not do when we make him write upon lines or between lines, or after visual copies.

The kindergarten and primary grades should present a unit of effort in so training the physical powers of the child as to secure the greatest force, poise, balance, precision, and variety in expression. The whole question of phys-

ical training would seem to culminate in the term "expression."

A third problem suggests itself, which is intimately connected with that of spontaneity in the child's effort at intelligent expression of all kinds. As soon as the child begins to make use of any conventional or graphic symbols of expression, as such, either socially or in his own play, he ignores details and strikes out for the broad, general, total effects. If he did not, he would make no headway either in play or in communication. He must proceed to get results. But from these broad synthetic sweeps he advances more and more into details. Later many of the latter are brought into the act of expression unconsciously. The train he builds upon the floor is first a straight, moving object; then are added gradually the stack, car, whistle, bell. Unconsciously the voice drops in with a "toot" or a "ding-dong." He learns speech in the same way. Almost no word, sentence, or expression is at first complete in detail; yet it is full of effect and life. The child is not impressed first by their elements, but rather by their general form and effect. The persistence and predominance of perfect copies in environment secures the conventional details in his own expression; so in every form of expression, notably in drawing and modeling. The striking feature of this process is that the child acquires so many details of expression without any conscious analysis of them, many, in fact, which no amount of conscious effort could achieve, as may be seen in the brogue, patois, mannerisms, etc., which the child absorbs from his environment. The free, uninterrupted acts of expression gradually incorporate all the details of the copy, and shape them into favorable habits. One of the strongest features in kindergarten theory and practice has been its reliance upon unconscious educative forces. Given a healthy child and a favorable environment, says the kindergarten, and growth *will* follow in the right direction. In no field is this truth better illustrated than in that in which we find the child in action which is expressive.

By way of contrast with the way in which the child natu-

rally acquires self-expression, observe the child who is learning to write. His eye carefully follows the copy above, line for line, inhibiting the movements of his hand every few seconds to take a fresh look, an intermittent check to all the elasticity, freedom or force he may possess by nature. We have a similar picture in the conventional language lesson, which centers the attention, *during the act of expression*, upon the logic of form in details, at the expense of freedom in the thought. It is not to be denied that at times the elements of expression need to be individually recognized. But this act of analysis is not expression. Everywhere, in the end, the beautiful and spiritual in forms of expression must spring up unbidden and unconsciously at the summons of the beautiful and spiritual in thought. This is true of personality as expressed character, of oral and written language, of art and of music. Does not, then, at least a part of the secret of free, individual, forceful expression lie in this process of unconscious absorption of details? If so, must it not be fully recognized in all training?

Expression is, by its very nature, a synthetic act. Either an environment or a method of teaching which force an analysis in the midst of expression disrupts the effort, unnaturally inhibits the flow of energy, and renders the child conscious of that of which he should be unconscious. There might be some ground for the assumption that the painfully analytic drill must precede all free expression were it not for the fact that the child, left to himself, acquires facility, force, and variety in expression beyond what any school-master ever taught him. He must undoubtedly enjoy the wholesome stimulus and inspiration of superb copies in his environment, but he must be as free as possible from an analysis of them in his acts of expression. The act of expression is essentially synthetic.

We have made the attempt here merely to set before the mind certain problems in educational work which seem to be implicit in the very conditions of such work as furnished by the child. An answer to them has been hinted at only in general terms.

Briefly stated they are: 1. What physical occupations should be chosen, and in what order of succession should they be placed to secure the best training of the fundamental movements as a basis for the accessory? 2. How should these occupations be selected and arranged so as to utilize as thoroughly as possible the habits which are stable and the instincts which are ripening, and at the same time to maintain a natural progress, thus preserving the spontaneity of the child's movements as the safest available guide in the introduction of accessory movements? 3. How may the child be stimulated to completer, better acts of expression without first making form an end in itself to him?

SNOWFLAKES.

FALLING all the night-time,
Falling all the day,
Silent into silence,
From the far-away.
Stilly host unnumbered,
All the night and day;
Falling—falling—falling,
From the far-away.
Never came like glory
To the fields and trees;
Never summer blossoms,
Thick and white as these.
To the dear old places,
Winging night and day,
Follow, follow, follow,
Fold them soft away.
Folding, folding, folding,
Fold the world away.
Souls of flowers drifting
Down the winter day.

—John Vance Cheney.

FREE KINDERGARTEN WORK IN INDIANAPOLIS. TWENTY YEARS OF CHARACTER BUILDING.

LOIS G. HUFFORD.

FREE kindergarten work among the poor in Indianapolis has a history of twenty years, during which period it has developed from a single shoot into a wide-branching tree of beneficent activity. The idea of giving the happy life of the kindergarten to children whose home surroundings were unfortunate had its inception in the loving sympathy of one of the best-known teachers of Indianapolis, Miss Fidelia Anderson, who, as she looked upon the well-ordered, harmonious training of a private kindergarten, where "more favored children were learning lessons of obedience, neatness, order, truthfulness, and unselfishness," longed to do something for other and more needy little ones. So she interested people of means in her project for establishing a free kindergarten in one of the least favored districts of the city, she herself heading the subscription list.

In March, 1878, this first free kindergarten in Indianapolis was opened under the direction of Miss Alice Chapin, a trained kindergartner who for many years maintained a private kindergarten in this city.

In the year 1882 some ladies who were engaged in the work of friendly visiting in connection with the Organized Charities of Indianapolis, of which the late Oscar C. McCulloch was the inspiring head, became convinced that to prevent pauperism, and check the growth of vice, no more efficient means could be found than the free kindergarten. Encouraged by Mr. McCulloch they decided to reopen the kindergarten (which had been temporarily suspended) in what is known as the "rolling mill district." From that day to this the children of that neighborhood have enjoyed the blessing of the kindergarten.

Two years later, in 1884, the ladies who were banded to-

gether for this work became an incorporated body under the name "The Indianapolis Free Kindergarten and Children's Aid Society." The first president of this society was Mrs. Arabella C. Peelle, wife of the present Judge Stanton J. Peelle of the U. S. Court of Claims. Mrs. Peelle held this office until her removal to Washington, D. C., in 1892. Under her wise leadership, and through her untiring efforts to



MRS. ELIZA BLAKER,

(Superintendent Indianapolis Free Kindergartens.)

promote the efficiency of the work, the society steadily advanced, several additional schools being opened, and one building being erected by funds raised for that purpose in the original neighborhood. Since Mrs. Peelle's removal from the city this school has been christened "The Arabella C. Peelle Kindergarten" in recognition of her devoted service. For the past four years the society's president has

been Mrs. John B. Elane, whose efficiency and devotion are unsurpassed.

The Indianapolis Free Kindergarten Society owes the large measure of its success, in initiating helpful plans for bringing more abundant life to the homes of the children under its care, to the thought and skill and sympathetic tact of Mrs. Eliza A. Blaker, who has held the responsible position of superintendent of the Indianapolis free kindergartens since 1882. The history of their various activities, undertaken for the bettering of conditions in the homes, is the record of the practical working of Mrs. Blaker's own ideas.

From the beginning it has been the policy of the society, in accordance with its name, to *aid* the children in every way possible. In 1893 the superintendent in her annual report summarized the purposes of this work as follows: "To surround the young with wholesome influence; to make the children happy; to lead them to the formation of right habits; to prepare the child for school and future life; to give the unfortunate child an opportunity to get a fair start in life; in fact, to feed the soul, and, where necessary, to feed and clothe the body—the aim, in short, is character forming."

To accomplish this great aim, every member of the families must be reached by wholesome influence—parents and older brothers and sisters as well as the children of kindergarten age. With this object in view the society is now (1898) maintaining thirteen free kindergartens and light domestic training schools. It also carries on under its oversight mothers' meetings, mothers' instruction classes, literary and science clubs for girls and boys, nursery maids' classes, janitresses' clubs, cottage meetings, etc., besides providing for evening entertainments and socials for the families in each district.

The first domestic training school was opened in 1889. These schools, which include nursery classes, are held in the various districts on Saturday mornings. Children from one to nineteen years of age are admitted. Every branch of industry that belongs to home-keeping is taught practically

to the older children, while miniature, or kitchen-garden work, is given to the little ones. Woodworking or slojd classes are included, as well as instruction in sewing, darning, crocheting, millinery work, etc. Each year the skill acquired in cooking is demonstrated by the little house-maids serving a luncheon or a dinner in the dining rooms of the practice schools, to which members of the executive board and prominent citizens are invited. At these meals every article is prepared by the children themselves.

In 1891 the society succeeded in raising sufficient money to purchase ground and erect a second building of its own. This building, which was planned according to Mrs. Blaker's idea, is a model one for kindergarten uses. It contains, as does also the Arabella C. Peelle building, a sitting room, a bedroom, a dining room, and a kitchen, with appropriate furnishings for each, so that ample means for training in domestic work are supplied. This second house is set apart for the schools for colored children. It has been named "The Mary Turner Cooper Kindergarten," and has become to the society a memorial of the noble, self-sacrificing devotion to the cause of uplifting colored children, on the part of Miss Mary Turner Cooper, who for ten years gave herself unreservedly to their service, and who was then called to other service in the spirit world.

In this same building is also conducted the work of the normal training school which was established when the society was incorporated, and which has always been under the direction of the superintendent, Mrs. Blaker. This school ranks high as a school for the professional training of kindergartners and primary teachers. Ninety free scholarships are granted each year. The course for a kindergarten and primary teacher's diploma includes: (1) The Theory and Practice of Froebel's System as embodied in kindergarten gifts, occupations, games, songs, stories, etc.; (2) Philosophy and Psychology; (3) Pedagogics and the History of Education; (4) Special Study and Practice in English; (5) Vocal Music; (6) Physical Culture; (7) Voice Culture and the Delsarte System of Expression; (8) Draw-

ing and Painting; (9) Botany; (10) Manual Work, including color, clay modeling, sand and pasteboard work, paper folding, paper cutting and mounting, weaving, sewing, etc.; (11) Training in the application of Froebel's principles in teaching primary grades. The Froebel Mother-Play Book has been the basis of the work since 1882.

Other courses are offered as follows:

1. For becoming a normal kindergarten training teacher. Graduates of this training school who have given evidence of qualification for normal and institute work may be given special preparation for the work of training teachers.

2. In domestic training. This course includes both theory and practice in every detail of housekeeping.

3. For teachers of some experience. Each spring classes are formed for teachers of some experience, who may continue to attend from year to year until the entire training is completed.

4. For the training of nursery governesses. This course is intended to prepare girls to become intelligent help for mothers in the care of little children. It includes studies in the threefold nature of the child, with practical training in the feeding, bathing, dressing, and entertaining of infants and small children; the intelligent use of kindergarten gifts, etc.; simple cooking, and whatever pertains to the proper care of children.

5. In preparatory study. If persons give evidence of special aptitude for kindergarten work, but have not received the required preliminary English education, they may be given the necessary instruction to prepare them for entering the regular kindergarten training.

Friendly visiting among the homes in each kindergarten district has, from the beginning, formed an important feature of the work of the teachers in these kindergartens. During the past year 6,332 such visits were made. The superintendent and her teachers are the counsellors and mother confessors of all in need of such help. As an outgrowth of this bond of sympathy thus established, have arisen the various enterprises for bringing light and bright-

ness into the lives of the parents, and for securing their co-operation in the efforts made to develop the children into true manhood and womanhood.

The mothers' meetings have for their object an hour of rest and change, of pleasure and conversation, of instruction and social intercourse. The kindergartners make careful preparations to receive and entertain these friends. Here and there are cut flowers and plants. A cup of tea or coffee and a wafer or a sandwich are offered them. They seek to have each mother feel at home in an atmosphere of kindness. The thought that someone has planned especially for their happiness is, to many of them, a new and precious experience.

The choicest story and the sweetest song are told and sung. The kindergartners care for the babies and thus give the mothers a seldom-found rest. They talk of the little ones who attend the kindergarten, discuss the peculiarities of their dispositions, and try to be mutually helpful.

The special program arranged for these mothers' meetings is made a subject of study in the principal's class. Such topics as the following are considered in carefully prepared talks given by the superintendent or the principal: "Confidence in Children," "The Father's Hour," "Cleanliness," "The Meaning of the Kindergarten Plays," "The Rights of Children," "How to Brighten the Home," "Honesty," "The Purpose of Domestic Training," "Stubbornness," "Foods," etc.

Three times each year a mothers' mass meeting is held, at which the mothers from all the kindergarten districts come together in one of the society's buildings. This grand union meeting is full of enthusiasm and inspiration for the heavily burdened mothers. It is strong evidence of Mrs. Blaker's delicate tact that she has been able to bring into harmonious conference, on a plane of social equality, white and colored mothers. At all these gatherings the refreshments are served by the kindergartners.

In addition to these meetings there are regular mothers' instruction classes in each district. In these classes the

text-books are Miss Elizabeth Harrison's "A Study of Child Nature," and "A Mother's Ideals" by Andrea Hofer Proudfoot, and sometimes the plates of Froebel's Mother-Play are explained and illustrated by the principal. A question box has led the way to the discussion of many questions that have troubled the mothers. There is also a Mother-Play class for the mothers of the district in connection with the normal school.

For a number of years Mrs. Blaker has been ably seconded in her plans for the betterment of the homes by Mrs. Laura Barney Nash, who is also a valuable instructor in the normal school.

When the children pass into the public schools the kindergarten still continues to act as a loadstone to draw them to its hospitably helpful doors. The work of the domestic training Saturday schools has already been mentioned. Through the book clubs the reading of the older boys and girls is guided into healthful channels. At their regular meetings some kindergartner is present; there the books read are discussed, and valuable hints toward character forming are given. The science, the current topic clubs, the Saturday afternoon parties, explain their purposes, and these are likewise carefully overlooked.

Gratifying testimony to the inspiring power of these kindergarten centers of influence is furnished in the fact that, in the older districts, the young people turn to the kindergartners for suggestion and aid in providing healthful entertainment for evening hours. Clubs have been organized, the purpose of which is to provide social pleasure.

In the colored district the young men have a debating club, the young women a cooking club. The last-named is called "The Tuesday Evening Mary Club," in loving memory of Miss Mary Cooper, with whom many of these girls were so happy in their kindergarten days. That in the Pearl street district is called "The Order of St. Elizabeth," the boys' club of the same district being named, "The Arabella C. Peelle Pleasure Club." The recognized principle in these clubs is that they are banded together to help one another;

to think good thoughts; to speak kindly of their neighbors. Every fourth evening is a guest evening. The evenings at home in the kindergarten buildings are planned especially for the fathers and mothers together.

Another encouraging evidence of the educative influence of these kindergartens is shown in the desire of the mothers to give some substantial assistance in the work. In the colored district a Mothers' Band was organized voluntarily several years ago. This band meets at the different homes, has a regular program, the result of example given at the mothers' meetings. These mothers have held socials, the proceeds of which have been given toward the support of a summer kindergarten, etc. They have also canned fruit for the kindergarten lunches.

In two other districts similar organizations have done something toward beautifying the kindergarten rooms, besides lending valuable aid in other ways. The moral effect of the kindergarten spirit is felt in the substitution of rational topics for conversation in place of the neighborhood gossip so common at such gatherings.

The Indianapolis Kindergarten Monthly, the first number of which appeared in November, 1896, was the idea of Mrs. H. S. Tucker, the present treasurer of the society.

During the last two seasons summer kindergartens have been maintained in four of the most needy districts. The kindergartners in charge have been cheerfully aided by the volunteer service of graduates of the training school, and, in their own school the older colored girls gave efficient assistance as nursery maids. It is to be hoped that the time will come when the doors of the kindergartens will be open the year round.

The work of this society has been actively allied with that of other philanthropic organizations, kindergartens being maintained under the supervision of Mrs. Blaker in the Orphans' Homes, the Children's Hospital, the Home of the Board of Children's Guardians, and the Newsboys' Home. In the State Institution for the Education of the Deaf and Dumb a kindergarten is regularly carried on, the teachers

of which have received special training for this work in our Normal Training School.

During the year ending April, 1898, more than five thousand children were reached through the various classes and clubs connected with this work. The total attendance at all the meetings for mothers was about three thousand, and that at the socials and entertainments nearly four thousand.

How is the financial support for this many-sided work secured? In several ways. Indianapolis has no millionaires, but a number of her philanthropic citizens make annual subscriptions to the society's treasury. The ladies of the society raise a large part of the funds by "teas" and other entertainments at the homes of the members. Donations are made by Sunday-schools, clubs, etc., and one of the churches, the Second Presbyterian, has undertaken the support of the kindergarten held in its mission. In short, the means for carrying on this great educative and philanthropic work are obtained by the personal devotion of the members of the society.

THE FIRE.

CRICKLETY, cracklety, I am the Fire!
 Cricklety, cracklety cree!
 Flickering, flackering, higher and higher,—
 What is so pleasant to see?

Winter winds may be piping drearily,
 Snow in a blinding whirl,
 Come to me and I'll warm you cheerily,
 Dear little boy and girl.

Scarlet and gold my flames go leaping,
 Sparkles glitter and die;
 Curling, swirling, quivering, creeping,
 Ever at work am I.

Wood or coal, however you feed me,
 I'm your friend whenever you need me,
 Roar away, soar away, higher and higher,
 Cricklety, cracklety, I am the Fire!

—*Laura E. Richards.*

DEPARTMENT OF SOCIAL QUARANTINE.
LETTERS FROM MEN AND WOMEN WHO BELIEVE IN
GIVING ALL CHILDREN A CHANCE.

FROM THE UNIVERSITY OF HEIDELBERG, GERMANY.

MR. HORACE FLETCHER.

Dear Sir: I received your valuable book on "Social Quarantine" some weeks ago, and read it through thoroughly. I dare say, the more I read the more I appreciated it? I think your ideas excellent, and so well expressed. Just the good expression of good ideas is so often missed, and I am sure, here lies a great fault of us, especially in Germany, that we do not know, nor try to reach, the people—to touch the heart of the people. How much is written already about the saving of childhood! How much is done on this field, but how little care the great masses about this vital question of our social life. It is a great fault of ours, who know something, that we do not stir up the people enough, and that we work so often isolated from another. Take, for instance, the great work always done by international congresses? Does it not disappear in big books, instead of going over into the hearts of men?

Just here I see the high value of your book. You will reach the people with your ideas, and so you will perform a great work. It is not only the small group of philanthropists that can save the world; the whole world must coöperate in this work itself. This democratic idea is already better understood in your great country than here, and so books like yours may have a greater success in America than in Germany. But I should like my pen did write as easily and as well as yours, and I should try to do as you did. Now I only talk on this important subject to my students, to a larger class of women, and to a public meeting. Always I shall profit of your work and mention it, and I hope my audience will take interest in the subject.

I admire your idea of "social quarantine," and I really think all those engaged in any way in the work for the children ought to form an international league, not one with colors and badges only, but one in heart, that we inspire one another still more than before. If I find a leisure time I shall write about your idea in one of our great magazines.

But I am sure that our work goes on already well. Is it not interesting to see how many excellent books come out on this subject? You know, for instance, Henry Joly's book, "A Travers l'Europe." I am glad that we dare expect a profound work of his pen on this subject. Here in Germany government and public enlarge their work from year to year. I mention only the great, wonderful society for helping children coming from school in Berlin, the new movement for the protection of illegitimate children, the growing care of our law for the working youth; and considering that all this sprang up in the last few years, I await even more for the future.

From these reasons, my dear sir, I thank you heartily for sending me your book, and in return I promise to do my best in helping you to carry out your good ideas, and if you want some help from Germany, please write to me.—*D. Wolfgang Mittlemauer, University of Heidelberg, Germany.*

FROM SPOKANE, WASH.

Through your courtesy and that of Miss Amalie Hofer, I have had the great pleasure of reading your new book on "Social Quarantine." Allow me to offer you my most cordial and sincere congratulations upon so fine a study. I have read it most carefully from cover to cover, not only once, but twice, and find much food for serious and careful thought. Of course, to kindergartners it carries a peculiar charm and power, and perhaps speaks to us a language that is unknown to those whose lives have not been quickened and blessed by Saint Froebel's wise and tender words; but, however that may be, it certainly marks an epoch in social and educational lines, and believe me, will bring forth great good. My copy is now going from hand to hand, and I trust from heart to heart, among my friends, carrying its message of a higher ideal and nobler ways of life, and "wakening," as Browning says, "the seeds of good, asleep throughout the world." With very many thanks for your kindness, believe me, my dear Mr. Fletcher—*Charlotte Lay Dewey, Director Tacoma Kindergarten Training School.*

EVERY-DAY CHURCH, BOSTON.

I have been waiting to finish "That Last Waif, or Social Quarantine," before acknowledging your kindness in sending it to me. My busy life at the "Every-Day Church," however, prevented a speedy reading. I am perhaps two-thirds of the way through it, and am deeply interested in it. I had before read Mr. Fletcher's "Happiness," and "Menti-

culture," and was, therefore, thoroughly prepared to expect good things from his pen. When I have finished the book I shall try to write again and tell you how it impresses me more particularly.—*George L. Perrin, Pastor Every-Day Church, Boston, Mass.*

FROM A WORKER FOR BOYS.

When I tell you that over thirty years ago, in Buffalo, I began my work among "street boys," that for the past twelve years I have, through a boy's club, met hundreds of these little fellows in Milwaukee, and by giving them books, games, wood-work, etc., have tried to lift them out of danger, and when I add that for the past two months I have been reviewing and recollecting testimony and formulating, so as to persuade a few of our rich men to start a *farm school*, you must know I welcome your book, "That Last Waif, or Social Quarantine," and that I thank you for the work you have done in so many ways to come to this understanding of our children's needs—of our need. I suppose your book is for sale at the stores. I shall get it and shall try to sell as many as possible. If you are in Milwaukee it would give me great pleasure to meet you, and I hope in a few days or weeks to be able to protect some of our boys in a Farm School.—*Annabell C. Whitcomb, Milwaukee, Wis.*

BURLINGTON (VT.) DAILY NEWS.

Superintendent of Schools Mr. H. O. Wheeler was an interested listener to Mr. Fletcher's address to the teachers at Mr. Van Patten's at Burlington, Vt., as were also Mr. Miller of the school board, and Professor Emerson of the university. In the general discussion that followed the address it was decided that very little was required to effect a perfect social quarantine in Burlington, as the educational facilities were in fair shape already, but that the existing breaches in the quarantine, though small, were a menace to the best results and should be closed entirely, so that any citizen of Burlington might proudly say, "There are no neglected children in my city."

There will undoubtedly be inaugurated, as the result of the suggestion of last evening, a movement to take a census of the needs of Burlington in order to effect a social quarantine, and an effort made, first by private initiative, but finally by public means, to estimate the needs and accomplish the result.

The movement is general over a considerable part of the country already, although the book in question has barely

been issued, showing that the time is ripe for attaining advanced civilized ideals in relation to so important a matter as primary education.—*From Toledo, Ohio.*

Miss Emily S. Bouton contributed a valuable column to the Saturday evening *Toledo Daily Blade*, under the telling heading of "Social Quarantine." We reprint a few paragraphs:

It has been often said in various ways that the hope of the world lies in the children, and it is emphatically true. All of the efforts for the reform of adults which were ever put in operation cannot do for the uplifting of humanity what the right care of the little ones in the direction of habit-forming and character-building can accomplish.

Unfortunately, however, while the importance of correct training is acknowledged, attention has been principally directed to those who have reached an age to enter the public schools. The babies are to be taught wholly by the mothers. In the home they are to receive their training. This would be well if all mothers were wise as well as willing, but when one sees the swarms of neglected tiny creatures in the poorer quarters of the great cities, it becomes plain that there is need of some change that will bring a remedy.

The free kindergartens have long appealed to me as one correction. Within the week past my thought in that direction has been stimulated through an advance copy of a volume entitled, "That Last Waif, or Social Quarantine," written by Mr. Horace Fletcher, the philosophy of whose books, "Menticulture" and "Happiness," has done so much to help the discouraged to better things.

Mr. Fletcher discusses, from the standpoint of a careful investigation, the cost of maintaining a kindergarten, and shows that it can be done so as not to be a burden if the community will assume it. He strongly advises their being made a part of the public school system, as has been done in St. Louis and New Orleans. Where this is impracticable, there can be no higher work, nor one resulting in greater good, than the carrying on of this work by private individuals in the community.

The good thing, the great thing, about Mr. Fletcher's work is his strong faith in the possibilities of good in all human beings. He does not believe in the necessity of a "submerged tenth," that there must be a part of the race given over to vicious living. There is none. If it be true

that the Divine is everywhere, it must be in each human heart awaiting recognition of its presence. To put the little ones, the waifs, in the path of making this recognition is the duty of today, and the plea of Mr. Fletcher is well worth considering,

"For in the mud and scum of things
There always, always something sings."

The Chicago *Times-Herald* comments upon "That Last Waif, or Social Quarantine," as follows:

The utterances of Mr. Fletcher, in appeal for the most crying of all needs, are eloquent to hold attention when once commanded.

The Chicago *Tribune* in a recent issue reviews the new book at length:

No one who reads Horace Fletcher's "That Last Waif, or Social Quarantine," can fail to respond in some degree to the author's earnest and often eloquent plea for the neglected child. The text of this appeal, he tells us, was furnished by the observation of a waif who had been gathered into the meshes of the law, and then pushed back into the old environment with the official sentence: "Now get, you little bastard, and to hell with you!" One wonders that even Mr. Fletcher could resist the temptation to knock down the brute who could use such language. He has done a better thing by writing and publishing this book. It tells the facts—the terrible facts—which we often wish we might not know; but it is hopeful. Mr. Fletcher believes in the inherent goodness of human nature, as his previous books have abundantly demonstrated, and he writes convincingly of the possibility of saving the child notwithstanding the force of heredity. Indeed, like many of the more recent students of man, he thinks there is a chance for every child, however degenerate its ancestors, to realize a noble manhood. The "social quarantine" which Mr. Fletcher suggests means the "throwing a perfect cordon of care around tender souls coming into a nation or community, so that none shall escape contact with the wholesome suggestions and adequate nourishment that are essential to growth and habit forming according to the best intelligence of the science of child life." The means for this quarantine now at hand are the crèche, the kindergarten, parental farms, manual training schools, etc., coöperating with the home.

FROM BOSTON, MASS

I have read with great interest and with profound feel-

ing your book, "That Last Waif." I believe most fully in its thought and spirit. I believe also with you that there may be, and that there should be, "a nursery and apprentice citizenship," and that with reasonable provision for character building "ninety-eight per cent of the hopelessly submerged tenth will choose the good and become useful citizens."

I very firmly believe that in the average child there lies so strong an impulse toward good that it needs only opportunity to become a ruling force in the life of every child. I feel that the country should be very grateful to you for so strong and telling a book.

You have made an appeal on the side of the protective ends and powers of government. This I have no doubt is the strongest and wisest way to make the appeal, but this I hope may grow into an appeal, not for protective work against the bad, but of developing the good.

I find myself rebelling just a little against the term "quarantine"; but I know that there are many people at this period that you could not reach in any way as effectively as through this term. Very respectfully yours—*Mary Dana Hicks.*

The reconstructive work of Mr. Horace Fletcher flows out from one conviction, viz.: that there is a perfect way in which to solve every one of nature's problems. Under this conviction he sets about discovering that perfect way; or, to quote his own words, he is constantly in pursuit of what he terms the "clot on the brain of progress." One of his favorite similes is the liking of the mind power-plant to the electric power-plant, which can be governed and utilized to all manner of good results by the intelligent hand at the lever. Mr. Fletcher has spent the past few months in Chicago, issuing and organizing the movement of social quarantine. He is now on the wing, and will spend the winter in Atlantic Coast cities in the same work. Kindergarten clubs, women's clubs, and educational organizations should be on the lookout for an address from him, for he is a good speaker, is distinctly educational in his presentation, and above all else, has the one subject which appeals to and quickens every audience. Mr. Fletcher's motto may be put into the words "at least give the babies a chance to choose between right and wrong."

Normal Training Exchange

For Primary Teachers and Kindergartners.

THIS department will appear in each issue of the current volume XI, new series, of the KINDERGARTEN MAGAZINE. It will bring plans, programs, outlines, and accounts of experimental and creative work being done in the typical schools of the country.

FEBRUARY PROGRAM FOR KINDERGARTEN.—MORNING TALKS, GIFTS, GAMES, OCCUPATIONS AND PHYSICAL WORK PLANNED FOR EACH DAY OF THE MONTH.

"The patriotism we would teach is a fabric of many threads of gratitude, aspiration, hero worship, noble self-sacrifice, devotion to duty, loving brotherhood—all dexterously woven together with a warp of tenderness for native land."

"Will the winter never be over?
Will the dark days never go?
Must the buttercups and the clover
Be always hid in the snow?
Oh, lend me your little ear, love.
Hark! 'tis a beautiful thing,
The weariest month in the year, love,
Is shortest, and nearest the spring."

We have followed our kindergarten circle from September through the year with the thought of family love and life, and the family preparation for winter, finding that seed, flower, and tree, family, bird, and beast—all work together to provide against the cold. At Christmas we reached the highest conception of family life. We have expanded our circle, and find that in order that we may live together the different families must work, showing the interdependence of mankind.

Now we add another link to our chain—that of state life.

We consider who it is cares for the trades, and we talk of the policemen who protect us, and the brave soldiers who not only defend us and our country, but when they see poor mothers and babies in trouble, leave their country and go to other countries to protect the weak. The children are brimful of interest in the recent war, many having brothers, uncles, and fathers who served. February is a month full of subject-matter, and the children, rightly led, should have a larger thought than that of mere hero worship; they should feel that bravery, honesty, and love of country are as real now as they used to be in Washington's time. Although this may be only an impression, these impressions Froebel believed to be the root-fibers for the understanding that is developed later.

TOPICS FOR EACH WEEK.

First week—Story of Black Beauty.

Second week—Our Country—The Flag.

Third week—Dewey, Sampson, Our Heroes.

Fourth week—George Washington.

FEBRUARY CALENDAR.—Start the calendar with simply the square divided into smaller squares, one for each day of the month, on which to keep a record of the weather. As our subject develops from day to day, have the blackboard tell the story of the month, showing in turn Black Beauty, the flag, war ships, etc.

Plan for the First Week.

We will use the story of Black Beauty in a simple way—a story full of conversation and action, emphasizing the intelligence, bravery, obedience, and gentleness of the horse, paving the way to the same characteristics that are requisite to make a brave soldier.

MONDAY, JANUARY 30.

Morning Talk—Early home of Black Beauty. The love and care of the mother horse. (Story told with plenty of conversation, and with illustrations on board.)

Fifth Gift—Children build the barn, stall, etc.; child's invention. Use freehand cutting.

Physical Exercise—In addition to other exercises add the movements of the horse, head motions, trotting, galloping. Secure command of body.

Occupation—Weaving horse blanket.

Games—New game. Carpenter builds barn for Black Beauty. Dramatize story. Beautiful good-bye song found in Mrs. Gaynor's new song book, "Songs of the Child World."

TUESDAY, JANUARY 31.

Subject, Obedience. "Obedience is the key to every door."

Morning Talk—Story of Black Beauty continued; Black Beauty's friendship for Ginger; Black Beauty helps Ginger to be a good horse, teaches him to obey.

Fourth Gift—Each child has a turn to dictate one object named in the story, other children follow. Quick to obey orders.

Physical Exercise—Quick commands to children; gallop, trot, run, etc.; children take turns in giving commands to others; accurate in giving and receiving commands.

Occupation—Folding barn from dictation; freehand cutting of pictures of Black Beauty and Ginger.

Games—Add to the dramatized story of yesterday; barn two horses; let the children represent Ginger and Black Beauty; Black Beauty trains Ginger in trotting, halting, galloping, etc.

WEDNESDAY, FEBRUARY 1.

Intelligence. "The hand that follows intellect, can achieve."

Morning Talk—Black Beauty is taken to have his shoes put on. Story tells how on his way home he loses one of his shoes. Next day he disappears early, and goes to the blacksmith's shop alone, and waits for another shoe. (See "In the Child's World," Emilie Poulsson, page 148). Blacksmith song in Eleanor Smith's Song Book, Part I, page 82.

Gift—Tablets, square, and triangle. Make pictures of barn, carriages, horseshoes, etc.

Occupation—Parquetry. Paste wagon of four squares

wheels out of circular parquetry. Draw driver, horse, etc., or form and paste horseshoe.

Physical Exercise—(Intelligence). Children lead in marching fancy steps.

Games—Sense games. Hearing—close eye; distinguish the children trotting, galloping, running, etc. Children talk like the different animals.

THURSDAY, FEBRUARY 2.

Morning Talk—Have prayer and hymn, then all the children visit the blacksmith shop. (Visited once before when we studied trades, but the children see far more in the second visit.)

Gifts—Sticks or drawing with charcoal. Illustrate all we saw at the blacksmith's.

Physical Exercises—Blacksmith's movements; arm movements; shoe a horse, striking anvil, throwing sparks, etc.

Games—Blacksmith shop; anvil; blowers; shoe horse.

FRIDAY, FEBRUARY 3.

Bravery. "True bravery is shown by performing, without witness, what one might be capable of doing before all the world."

Morning Talk—Another friend of Black Beauty to emphasize bravery. (Taken from Emilie Poulsson's "Child World," page 180.)

Gift—Seeds. Illustrate story with seeds; free play.

Physical Exercises—Review all the exercises of the week, children doing a great deal of the leading and expressing self-control.

Occupation—Sewing horseshoe. Pretty decoration to paste them for a border pattern around the room. (Sewing song in Eleanor Smith's Book, Part II, page 72.)

Games—Add anvil chorus to the blacksmith game. Five or six children have horseshoes hung on a string; strike the shoes with the scissors during the song.

At the end of the week make a chart for the kindergarten out of cardboard. The blacksmith song printed on it, using the children's work to illustrate the song.

Second Week in February.

MONDAY, FEBRUARY 6.

"Some flags are red, or white, or green,
And some are yellow, too;
But the dear, dear flag that we love best
Is the red and white and blue."

Quiet music—America.

Morning Talk—Our country's flag. How can we tell our soldiers from other soldiers? Talk of the flag. Different colors. March with the flag, singing, "Three cheers for the red, white, and blue." (Introduce first verse of "Our Flag Colors," found in "Child Garden of Song," Tomlius, page 24.)

Gift—Sticks. Outline pictures of flags.

Physical Exercises—The physical work of the week will be principally marching with flags; simple soldier drills; marching by patriotic music; arm movements; flags blowing in the wind. March one by one, a child carrying flag leading.

Occupation—Sew simple picture of flag, long stitches, red, white, blue.

Game—Make a fort with second gift cubes and cylinders at one side of circle; let children sit opposite the fort and roll the ball in the fort; soldier drill for accurate aim.

TUESDAY, FEBRUARY 7.

Morning Talk—Meaning of the flag colors: Red means brave; blue, true; white, pure. (Told in the second verse of "Our Flag Colors.")

Gift—Colored lentils. Make the flag, using sticks for handles; fort, etc.

Physical Exercises—Continue marching one by one; come down the circle two by two. Make an arch with the two flags; children march under the flags.

Occupation—Water-color paints; flag from object.

Games—Sense game. Correct ear, eye, etc. Make fort of children; have leader or commander. Let children drill the soldier. Family visit the fort.

WEDNESDAY, FEBRUARY 8.

Morning Talk—Story of the Cuban babies in need of

help and clothes; the Spanish flag did not care for them. Where shall we look for help? Our country—be brave—our flag.

Gift—Build homes of the Cuban children out of second gift beads; furniture, etc.

Physical Exercises—Soldier drill; simple arm movements; help to make a strong body.

Occupation—Model doll of clay.

Games—Family game. (Beautiful family song is found in Mrs. Gaynor's song book.) Sing lullaby.

THURSDAY, FEBRUARY 9.

"Our ships were British oak,
And hearts of oak our men."

How can our soldiers get to the Cuban children to help them? Way across the water; ships; use of ships; war ships. (Talk illustrated on board.)

Gift—Tablets, square and triangular. Lay pictures of boats; war boats; sail boats; row boats.

Occupation—Parquetry. Arrange and paste boat out of square and triangular parquetry; children draw pictures of captain.

Physical Exercises—Continue the drill of the soldier on the boat; body movements, waltz time, keeping time to the movements of the waves.

Games—Journey to Cuba; build boat, have captain; American flag on boat; boat songs.

FRIDAY, FEBRUARY 10.

Morning Talk—Where to get a commander for each war boat; *good brave, men*. Excellent material found in *Review of Reviews*, June, 1898.

Sixth Gift—Group work. Children work in groups of two's; one box for two children; illustrate story of Dewey's boyhood, etc.

Occupation—Sand table; illustrate in sand discussion of the week; fold boat with paper; use blocks. Make play out of clothespins dressed of Dewey, Sampson, and sailors.

Game—Children plan their own games, weaving their thoughts together and adding appropriate music.

Physical Exercises—Review of week.

Third Week in February.

MONDAY, FEBRUARY 13.

Morning Talk—Continue talk of Dewey, or heroes on boats; Sampson.

Gift—Make boat of sticks; forts, tents, etc. Freehand cutting.

Occupation—Fold boat, American colors on top.

Physical Exercises—Foot movements; fancy steps; march, tramping and running.

Games—Boat games; sense games.

TUESDAY, FEBRUARY 14.

Valentine's Day—Red letter day.

"Now all nature seemed in love,
And birds had drawn their valentines."

Morning Talk—Use it only as a special day of showing love. Talk of valentines. What are they for? To whom shall we send them? Soldiers.

Gift Period—Make a valentine; cut two hearts, weave them together to form a valentine. Color, two shades of red—bravery.

Occupation—Fold paper into an envelope for valentine; stamp with a heart. Have mail box in room.

Physical Exercise—Flying movements of doves; play they are the carrier doves, messengers of love, to carry valentines.

Games—Postoffice. Have postmaster and mail carrier, and deliver mail to the soldiers.

WEDNESDAY, FEBRUARY 15.

"Courage," call the stripes of crimson,

As they float from east to west;

"Peace and happiness forever!"

Whispers white, the color blest;

"We are all once more united"

Breathes the blue below the rest.

Morning Talk—Peace. The close of the war; glad welcome to the returning soldiers; mothers and fathers happy and proud of the brave soldier boys. (Tell it in a graphic way.)

Sixth Gift—Make the home of the soldiers. Represent members of families by paper cutting; visit the different homes. Social time at each; play house.

Occupation—Weave a white mat with red and blue strips.

Physical Exercises—Grand march with flags, waving soldier caps; march under the flag; salute the flag.

Games—Have children divided in groups about the room, making homes for the soldiers; soldiers come in with the march; glad welcome of the soldiers; grand celebration.

THURSDAY, FEBRUARY 16.

“Washington’s a watchword such as ne’er
Shall sink while there’s an echo left to air.”

Morning Talk—Story of George Washington, as found in Kate Wiggin’s “Story Hour.” Another hero of long ago; George Washington as a little boy; care of flowers.

Fourth Gift—Make beauty form; flower-beds.

Occupation—Model watering-can in clay.

Physical Exercises—Jumping, leaping, skipping—all help for strength.

Games—Bouncing games; skipping games.

“Nor soul helps body more than body soul.”

FRIDAY, FEBRUARY 17.

Morning Talk—George Washington with his horse, “Whitefoot”; gentleness to animals requisite for a soldier.

Gift—Illustrate the story with first and second gifts.

Occupation—Paint a star with water-color paints, red, white, and blue for George Washington book.

Physical Exercises—Trotting, galloping, running of Whitefoot.

Games—Dramatize story.

Fourth Week in February.

MONDAY, FEBRUARY 20.

"He who obeys with modesty, appears worthy of some day or other being allowed to command."

Morning Talk—George Washington wanted to be a sailor; mother's wish, he stayed at home. (Self-denial and self-control.)

Gift—Badge for books, made of red, white, and blue paper, folded the kite fold and pasted on square piece of paper.

Occupation—Paste fine paper chains, red, white, and blue, for decoration for the table for the party tomorrow.

Physical Exercises—March and soldier drill.

Games—Children dramatize story of George Washington.

TUESDAY, FEBRUARY 21.

Invite all the parents to the kindergarten to help celebrate George Washington's birthday.

Morning Talk—Review the story of George Washington and add the *finis*. Brave, gentle, kind, obedient boy, he was chosen to be leader of the people; became father of his country.

Physical Exercise—Grand march with flags and soldier caps, combining the physical exercise of the month; salute the flag; fancy steps.

One Period of Work—Make a red, white, and blue badge to pin on each mother; invite the parents to sing our country's hymn with us; we sing for them the meaning of the flag colors. Have the kindergarten table covered with clean white tablecloth, draped with narrow red, white, and blue chains; have 4x4 tissue paper napkins. Simple lunch—bread and butter in small pieces and fruit. Have a few children serve the parents and children. Present the souvenir books. Glad coming together day. (For souvenir for George Washington's birthday, make a small book out of manilla paper, for each child, in which to paste the hand-work, adding appropriate quotations, and on cover write words of song, "Our Flag Colors.").

WEDNESDAY, FEBRUARY 22.

Holiday—No kindergarten.

THURSDAY, FEBRUARY 23.

OUR COUNTRY.

Beautiful and grand!
My own, my native land,
Of thee I boast
Great empire of the West,
The dearest and the best,
Made up of all the rest—
I love thee most.

Morning Talk—Talk of the mother's party. Who is our president? Where does he live, etc.

Gift—Build with one box of the building blocks, give children choice. Build all the United States buildings in the city, postoffice, etc.

Occupation—Frame a picture of George Washington, Dewey, or Sampson, in red, white, and blue paper, to hang and keep in the kindergarten.

Follow the physical exercises with our talks of George Washington—first as a boy, skipping and running; next as a surveyor, measuring; last, as a soldier, marching.

FRIDAY, FEBRUARY 24.

Morning Talk—Dickey Smiley's birthday, story of a child hero in Kate Douglas Wiggin's "Story Hour." Even a child can be brave.

Gift—Group work with different gifts. Two children use sixth gift; two use fifth; two, fourth; two, third; two, sticks and seeds. Have the whole table tell the story of Dickey Smiley.

Occupation—Tool chest and tools; freehand cutting.

Physical Exercises—Let the piano tell the children what to do. First it says: "March like soldiers; then, "fly like birds," or, "skip and hop like happy children."

Games—Dramatize the story of Dickey Smiley.

Our work of February can be continued into the next month with the subject of the knights.—*Lucy K. Peckham, State Normal School, River Falls, Wis.*

MOTHER-PLAY BOOK STUDY QUESTIONS.

FOURTH SERIES. IV.

SUSAN E. BLOW.

Lesson of The Joiner.

(Words of the song written by Nora A. Smith, music arranged from Robert Kohle. See "Songs and Music Froebel's Mother-Play.")

Plane, plane, plane,
Joiner follow the grain!
Smooth as silk the table grows;
Not a break the fiber shows.
Plane, plane, plane,
Joiner, follow the grain!

Strong, strong, strong,
Push the plane along!
Make the bench all glassy white;
Not a splinter leave in sight.
Strong, strong, strong,
Push the plane along!

Motto for the Teacher:

Each thing around us speaks
A language all its own;
And though we may have grown
Hardened and dull of ear,
The little children hear.

2395. How does Froebel's commentary on "The Joiner" differ from those on other industrial games?

2396. Does he seem to have been thinking of the industrial aspects of the joiner's work?

2397. What is the creative idea of this commentary?

2398. What connection does Froebel indicate between this play and that of the "Finger Piano?"

2399. What is the little girl in the picture doing?

2400. What connection does her activity suggest between the thoughts of this play and the Gift work in the kindergarten?

2401. What contrast do you notice between the columns on opposite sides of the picture?

2402. What does this contrast suggest?

2403. What is its relationship to the creative idea of the play?

2404. What musical instruments do you see in the picture?

2405. What is suggested by their presence?

2406. What have David and Goliath to do with the joiner?

2407. Why are they introduced into the picture?

2408. Do you find any significance in the fact that they stand above the contrasting columns?

2409. How is Goliath equipped, and what does his equipment indicate?

2410. What is indicated by the equipment of David?

2411. Can you mention any other significant features in the picture of The Joiner?

2412. What does Froebel declare to be the goal of the play?

2413. By what successive steps is this goal approached?

2414. Has this game any connection with the Froebellian law of the mediation of opposites?

2415. Did Froebel intend that this law should be applied in all the work of the kindergarten?

2416. How is it applied in pricking and sewing?

2417. How is it applied in drawing?

2418. How is it applied in weaving and interlacing?

2419. How is it applied in paper folding?

2420. How is it applied in paper cutting?

2421. How is it applied with the balls?

2422. How with the Second Gift?

2423. How is it applied in the Building Gifts?

2424. In the tablets?

2425. With sticks and rings?

2426. In what sense may it be said to be the generative idea of the Gifts?

2427. What is meant by the statement that the Second Gift gives the key to the Gifts as a whole?

2428. Will you describe the total series of Gifts as they

existed in Froebel's mind? and show how, as a whole, they illustrate the Froebellian law.

2429. Will you give statements of the mediation of opposites from the "Education of Man?"

2430. Give statements of the same law from "Pedagogics of the Kindergarten."

2431. Give any of the statements of Baroness Marenholtz and Michael Lange.

2432. Do you observe any defect in these statements?

2433. What is the source of these defects?

2434. Restate the law in your own words.

5435. Upon what final truth does it rest?

2436. From what point of departure may it be best developed?

2437. Does it imply the loss of the opposites *in this* mediation?

2438. Does the mediation of opposites in inorganic nature imply such loss?

2439. Is it implied in mediation upon the plane of life?

2440. Is it implied in mediation upon the plane of spirits?

2441. How will you *mediate* the antitheses of finite and infinite, relative and absolute?

2442. What is the practical mediation as revealed in the Christian religion?

2443. What is the supreme doctrine of Christianity?

2444. What is implied in this doctrine?

2445. May this implied truth be vindicated by reason?

2446. Of what great pictures is this truth the creative idea?

2447. In what great work of poetic art is it most adequately embodied?

2448. Will you quote passages from this work of art which present this truth to the imagination?

2449. Will you quote other passages in which it is stated in precise language?

2500. Do you really believe that such final insight has anything to do with the education of little children. If so why. If not why not?

CURRENT REPORTS AND PROGRESS INDICATIONS OF THE KINDERGARTEN MOVEMENT*

HOW THE FROEBEL DOCTRINE SPREADS.

Work in Milwaukee.—If New York numbers but twelve hundred children in her kindergartens, in that respect Milwaukee is ahead; last month (October), there were four thousand and fifty-three children in public school kindergartens alone. The private kindergartens have had as many as six hundred and fifty (650), so a very conservative estimate would be four thousand five hundred (4,500), though I believe it to be nearer five thousand. Of these all but about two hundred are in free kindergartens. There are now forty-three kindergartens in the city schools, one in the normal school, three in orphan asylums, and several private ones, besides the five mission kindergartens. The first kindergarten was opened by Mrs. Clark, but no particulars are available in regard to it. In 1875 an association was formed by Mrs. Winkler, Mrs. Merrill, and others, and under their auspices Mrs. Hailmann opened a kindergarten and carried on a training class for two years. In 1881, largely through the influence of Miss Sarah Stewart, now of Philadelphia, the kindergartens were opened in the public schools.

Though our conditions are not ideal, yet an advance has been made; the time of the school day having been shortened, the sessions in kindergarten are now about three hours in the morning and two in the afternoon. Children are admitted at four years of age and attend one session; the attendance in each kindergarten is limited to one hundred, with an assistant when the enrollment reaches seventy.

The training class in the State Normal School here was established in 1892, with Miss C. Hart as trainer; in 1895 the kindergarten. Previous to that time all practice work was done in the public school adjoining. This year the seniors practice in the nearest schools for a limited time each day, thereby gaining the practice so essential. Last June fifteen were graduated from the kindergarten course, thirteen of whom are now employed in the city schools, the other two in smaller towns. Cupid kindly made some vacancies, and the thirty now in the senior class are hoping his efforts will meet with greater success this year; the junior class numbers twenty-three. A new class was started last year for those intending to teach in the primary or intermediate grades, of the usual two years in length; ten weeks are given to the relation between the kindergarten and the primary grades, followed by ten weeks in primary methods, "slojd," etc. This class is under Miss Nina Vandewalker, the kindergarten training teacher, and numbers twenty-six.

There are five mission kindergartens, each one of which averages about seventy-five, and has in addition classes in cooking and kitchen gardening for the older children. Each kindergarten has a day nursery. Four kindergartens are under the supervision of the Milwaukee Mission Kindergarten Association. The work was started in 1885; at that time there was no training class in the city schools. The Frances

*Reports of kindergarten training schools, clubs, and associations, in short, whatever is of historic interest to the kindergarten profession is welcomed to this volunteer department, subject to the discretion of the editor.

Swallow Kindergarten (named in honor of the association's able president) is the headquarters; here Mrs. Truesdell, the training teacher, does real settlement work. Numerous clubs have been formed here and will soon reorganize, while the mothers' class in dressmaking is hard at work. There were ten in the last graduating class; of the present classes twelve seniors assist in the kindergartens, while eighteen juniors observe; two other members are doing special work. The "Mother-Play Book" is studied during the two years of the course; last year this work was under the direction of Miss Martha McMinn. During October Mrs. Whitcomb gave inspiring talks on birds and butterflies, special work was also done in music.

An alumni was formed last year. Several of its members are in the city schools; one is supervisor at Stevens' Point, another leading the blind little ones at Janesville, others are in the interior of the state, etc. Shortly after kindergartens were started here the Froebel Union was formed. At first it was composed of public school kindergartners, but for several years it has represented all the kindergarten interests. Many distinguished educators have addressed its members and aided it in its work, notably, W. N. Hailmann, Elizabeth Harrison, Mrs. L. N. Treat, Amalie Hofer, and others. At the October meeting this year Miss Binzel of the normal school was elected to the presidency. The Union expects to carry out the plan of work carried out last year by the Chicago Kindergarten Club. The State Teachers' Association, which meets here in December, will this year combine its sections; the Child Study, Primary, and Kindergarten sections are to be thus combined, while a paper on kindergarten work will be given at one of the general sessions by one of our city principals.—*Margaret T. Doyle*

THE Philadelphia Society of Froebel Kindergartners held its Christmas meeting in the kindergarten parlors of Miss Fannie S. Law, Saturday, December 10, 1898. Mrs. Van Kirk read a paper on "How Christmas is Represented in the Kindergarten"; Miss Alice Barret, a paper on "Preparing for Christmas," and Miss Ruth Snyder one on "A Christmas Talk to Children." Miss Law had charge of the musical program, and the songs, "Shine Out, Oh Blessed Star," "Joyfully, Joyfully, Ring the Christmas Bells," "A Wonderful Tree," and "Christmas Chimes" were rendered with bell accompaniment. A display of work in which sewing card or weaving mat had been transformed into a beautiful Christmas gift was an interesting feature.—*Agnes M. Fox, Sec'y.*

We Do Not Play Enough.—At a recent meeting of the Chicago Kindergarten Club, the general subject of children's games was discussed. Miss Elizabeth Harrison said: "We do not play enough. Play is the chief business of life. In the kindergarten we must have ideals in games rather than reals; the games must be more than the child can get by himself, it is the kindergartner's duty to add an artistic effect." She referred to the playing vaccination, etc., as the keynote of childish experience, and said: "Don't confine the children to their own ideals, but give them the larger testimony of the child race." Of ideals, Mrs. Alice Putnam said: "A child's ideals are made up of concrete things, and there is danger of having an ideality that has no part in a child's experience." Miss Anna E. Bryan urged a study of traditional games in order to discover what has made them last, whether it is the form or the content? She said: "Often the form which is objectionable to us lies deep in the hearts of the children. I do not plead for form, but for deeper knowledge." Of symbolic games, Miss Bertha Payne said: "They must have a fundamental element; the child must stand on some-

thing." A question was asked regarding the time for playing symbolic games and games of thought. The questioner had found them more successful if played in the early part of the day. Mrs. Mary Boomer Page replied to this, and approved of using the early part of the morning for such plays, and suggested that the more physical games should occupy a later play period, when the children were restless and required more activity. The meeting closed with the customary social chat "over the teacups."—*C. L. Steiner, Cor. Sec'y.*

The Eastern Kindergarten Association held its fifty-seventh meeting November 22, 1898, at the Girl's High School, Boston, at three o'clock, the president, Miss Mary J. Garland, in the chair. Eight new members were received. It was announced that the January meeting would be devoted to a consideration of the work that is being carried on at Elizabeth Peabody House, the first kindergarten settlement. Experienced college settlement workers will speak, and Miss Dresser will tell of the problems that are being solved at 156 Chambers street. The singing was by pupils of Miss Wheelock's classes, and showed careful training. In introducing Mr. Daniel Batchellor, Miss Garland alluded to his first appearance in her kindergarten, many years ago, where his insight and appreciation of Froebel's methods proved him to be a true kindergartner, hence the marked success in his system of music for children. Mr. Batchellor's subject was "Development of the Senses in Childhood." His address was a logical exposition of the importance of sense training, the illustrations being derived from his own personal observation. The Philadelphia kindergartners are to be congratulated upon having such a sympathetic helper as Mr. Batchellor in their city.—*Mrs. Channing Rust, Sec'y.*

Syracuse is taking a look downward, but upward, for the new year before 1900. Among the many causes for thanksgiving given in one of its daily papers, the *Syracuse Post*, was good streets and good schools. A. B. Blodgett, superintendent of schools, commends what has been done and tells what he wants. "One extremely good thing for which we may be thankful is the completion of seven or eight miles of pavement, also the opening of Willard School for kindergarten and slojd work."

An editorial clipping from the same paper embodies some most wise suggestions along kindergarten lines and progress. "The young Syracuse women and girls who failed to meet the requirements for admission to the kindergarten training class should not take the matter too much to heart. The training of babies is one of the most difficult things in all the range of duties, not the easiest, as some people appear to think. There are many persons in this world today leading cut-short, mutilated lives because their parents or caretakers in infancy did not know how to start them right or note early their peculiarities of character or temperament and apply the requisite corrections. The whole matter of education is one of the most vital, to be sure, and it is hard to say where it begins or ends, or which branch of it is the most important. It is safe to say, however, that one of the most important is the matter of caring for and directing aright the human intellect and disposition at the time it begins to open to the light, and to give some indications as to what it is likely to need. This is the business of the kindergartner."—*Martha Reed Spalding.*

International Kindergarten Union.—While the arrangements for the Cincinnati meeting are not completed, some additions to the previous announcements can now be given. The dates for the meeting are March 2, 3 and 4, and the general program for these days is shown in

the following: Thursday morning will be devoted to roll call, reports, etc.; the afternoon session to "The Mothers' Interest in the Kindergarten," and the evening to a general meeting, at which Mr. Bailey and Miss Hart will probably speak. Friday morning will be given to the Training Conference, the afternoon to a reception, and the evening to another public meeting, with Miss Harrison and other prominent speakers. The business meeting will take place on Saturday morning. The local committee at Cincinnati are arranging various trips to places of interest, and their efforts are seconded by representative citizens, who desire to extend a hearty welcome to all kindergartners. Reduced rates are expected on all the leading railroads and hotels, and boarding-places will be provided at low prices. Special invitations will be sent to the branches from the Cincinnati Association, and a general circular of information will later be sent out by the secretary. A complete program will be ready next month.

December 12, 1898
109 W. 54th St., N. Y. City.

CAROLINE T. HAVEN,
Cor. Sec'y and Treas. I. K. U.

A local executive committee of prominent men and women of Cincinnati has been formed, to assist the Cincinnati Kindergarten Association in making preparations to welcome the International Kindergarten Union in a most cordial and hospitable manner in March. In addition to the fine program offered by the officers of the Union, Cincinnati, as a city, offers special attractions to visitors. It is unique in its natural features, being in a basin encircled by hills, with the river at their base. The suburbs present a picturesque appearance not excelled in any city of the Union. The views are extended, the landscape broken by hill and valley. The University of Cincinnati, the Art Museum, the Rockwood Pottery of more than national fame, and other institutions of interest crown the hilltops, and it will be the pleasure of the committee to arrange such excursions as will make it possible for all attending the convention to visit these places, carrying away a lasting memory of the hospitality and beauty of the "Queen City."

Cincinnati,
December 13, 1898.

ANNE K. BENEDICT,
Sec'y Local Executive Com.

The local executive committee unites with the Cincinnati Kindergarten Association in extending cordial greetings to the branches, members, and friends of the International Kindergarten Union, and bids them welcome to Cincinnati in March. Arrangements have been made that railroad tickets may be purchased on the certificate plan, enabling holders to return for one-third fare. The officers, speakers, and members of standing committees will be entertained as guests of the local committee. Delegates and visitors will find convenient, comfortable, and moderate priced accommodations at hotels and boarding places, a full list of which will be included in the statement of final arrangements. The Grand Hotel has been selected as headquarters, and the Scottish Rite Cathedral as the place of meeting. The program contemplates two business sessions, with reports of officers, branches, standing committees, etc.; two evening sessions, with able addresses by distinguished speakers and leaders in the kindergarten movement; one morning session, devoted to a closed conference of training teachers, while delegates and visitors may have opportunity to visit local kindergartens and places of interest in the city. One afternoon will be a mothers' session; one a social reunion, with kindergarten songs and games, impromptu addresses and discussions; and the final afternoon will be devoted to visiting places of interest in Cincinnati. Every effort will be made to make the occasion as pleasant and profitable as possible to

delegates and visitors. Acknowledgments of this announcement, containing names and addresses of those contemplating attending the meetings, will be most gratefully received, and may be sent to the following address.

December, 1898.
818 Dayton St., Cincinnati, Ohio.

MISS ANNIE LAWS,
Chairman Local Ex. Com.

MISS EVA HOOPER, of London, is spending the winter as a resident of the Elizabeth Peabody House Settlement, Boston.

THE Charleston, S. C., *Kindergarten Monthly* for November is full of good campaign reading. We appreciate the courtesy by which it reprints in full the KINDERGARTEN MAGAZINE editor's article, "Better than the Theater."

Reciprocity.—At a recent meeting of the Eastern Kindergarten Association the members were favored, through the kindness of the Misses Poulsson, with a fine exhibition of work done by the pupils of Miss Franks, an English training teacher. Miss Pingree suggested that an effort be made to send in return a collection of representative work from the Boston kindergartens. Two books of Froebel's "Education of Man," the edition of 1826, were shown, and a cloak after the style of those worn by the German mothers, familiar to us in the pictures of the Mother-Play Book.

THE Mother's Home Club of Detroit write that they have found great help in the lessons by Mary Louisa Butler being conducted in the current KINDERGARTEN MAGAZINE, and that they look forward to these pages for the mothers from month to month.

MRS. B. J. HARNETT, a missionary from India, gave a short course of special lectures to the women teachers and the kindergartners of Buffalo on education in India and on the religion of India. Mrs. Harnett had exceptional opportunities for observing phases of domestic life in India, and her lectures are very interesting and correct pictures of home life in the East. She thinks Froebel's kindergarten idea of nurture would be peculiarly acceptable to Hindoo mothers, who live with their children, and who are called there "the supreme educators." Mrs. Harnett is a lady of attractive presence, and has a charming, low-keyed musical voice.

The Buffalo Kindergarten Union, at its December meeting, listened to an interesting account of a visit to Madam Froebel at Hamburg by Mrs. Millinosky, a former resident of Buffalo and a member of the union, being a graduate of the free kindergarten training school of that city. Mrs. Millinosky recently spent four days in the house with Frau Froebel while in attendance upon the meetings of the German *Froebel Verband* at Hamburg.

Kindergartens Abolished.—The board of education of San Jose, Cal., in regular session, late in November voted to make sweeping reductions in the salaries of teachers, to dispense with special teachers, and to abolish public kindergartens. The following resolution sealed the fate of the latter, and threw nineteen kindergartners out of positions:

"Resolved, That the kindergartens, now a part of the primary system of public schools of this city, are hereby abolished, the buildings to be closed, and teachers and janitors dismissed at the close of the present school month, December 16, 1898, until such a time as the finances will warrant their being continued.

By abolishing the kindergartens the services of nineteen teachers

and six janitors are dispensed with, making a monthly saving of salaries of \$1,205. Eight of the teachers in this department were paid \$75 a month each, seven were paid \$55 a month each, four were paid \$40 a month each, and six kindergarten janitors were paid \$25 a month. Such sudden retrogression on the part of those who are responsible for building and maintaining a system of public education only indicates deficient business ability. It is as much a matter of business disgrace for a board of education to suddenly halt in the midst of a constructive enterprise as it is for a bridge or house builder to suspend work when the structure is half done, thereby forfeiting the contract as well as the investment. A San Jose citizen expressing his feelings on the action of the San Jose board makes the following statements, which we print here, begging the friends of the kindergarten to note that this abolishment is not an educational but a political action. If the citizens of San Jose had voted against the public kindergarten it would be an action deserving our most judicious consideration. If the citizens of San Jose feel as the one here quoted, they will demand the right to own their own schools with the purchase price of their school tax. "Citizen" writes as follows:

"It is a deplorable fact, but one that should be made public as a warning to other cities, that San Jose, Cal., has for years past allowed corrupt politics to pervade all departments of city government, until now they find their treasury so depleted that their police and fire departments are at present serving without pay for a month or six weeks, and boss rule has nearly bankrupt their boasted public school system. I will quote from a San Jose daily, whose editor says: 'What fine sermons could be preached against that educational policy which has turned over our school children to the care of political favorites, and has driven a large percentage of them out of our schools to escape the atmosphere of corruption which they were made to breathe. Matters went on from bad to worse, until it became apparent that even the kindergartens under the care of the city board were largely maintained to afford positions for the family and friends of one of the bosses. In the high school such corrupt influences were felt that one hundred and fifty of their brightest and best pupils deserted it in a body at the beginning of the fall term, and as both kindergarten and high school, as well as special teachers, are not provided for by law unless funds are ample for carrying on the grammar grades, these were the first to be cut down and suspended, as the following inclosed resolutions recently passed by the city board of education will prove. This action of the board is not considered an unmitigated evil by many of San Jose's best citizens, who do not intend to allow the kindergarten to go out entirely, but hope both high school and kindergarten will take in fresh breath and begin anew.

A National Organ.—*The German Kindergarten Monthly Journal*, which has weathered the storm and stress of thirty-nine years of reform, was offered to the National Froebel Union at its regular convention held in the fall of 1898. The resolution was heartily urged that it should be supported by all branches of the National Union and become the property of same. The leaders of the movement considered this the most important matter of business before the Union. Five commissioners were appointed to draw up plans by which branches of the Central Union could cooperate consistently, and secure the support of the brave journal. The leaders appointed were: Herrn Roever and Wichman of the Hamburg *Froebelverein*; Dr. Pappenheim and Herr Bumcke of Berlin, and Frau Clara Richter of the Pestalozzi-Froebel Haus.

FRESH BOOKS, FRESH INSPIRATION.

HOW TO ENJOY PICTURES—OUR FRONTISPIECE—DAISIES AND BUTTERCUPS—LITERARY NOTES.

The Spinner, by **Nicholas Mass**, is presented as the frontispiece to this issue of the **KINDERGARTEN MAGAZINE** by courtesy of the Prang Educational Co., on request of the editor. It is one of the seventy beautiful halftones after great pictures which illustrate a new book called "How to Enjoy Pictures," which we cannot urge too warmly upon the attention of our culture-seeking readers. The kindergarten as a movement stands for the best in art and education, and kindergartners are eager for every opportunity to put themselves into touch with the best. Many individual kindergartners are obliged to pursue art and music studies in odd scraps of time left to them after a heavy day's work. This book of "How to Enjoy Pictures" is one that will bring you three hundred pages of joy and refreshment as well as the *careful knowledge* which constitutes culture. It makes no attempt to discuss theories of fine art or technicalities of the studio, or criticisms of artists. The author, M. S. Emery, claims for it only a limited purpose, namely, to "help those who now find pleasure in studying pictures to find still more pleasure; to help those who care but little for pictures to see how much delight and inspiration may be theirs for the taking; to suggest ways of studying photographs and other inexpensive prints."

As an illustration of how this is to be accomplished, we take pleasure in reproducing one of the many choice pictures and the chapter which accompanies it in the volume. Look at the frontispiece of this issue carefully in connection with the following happy, refreshing sketch, which is to be found on page 105 of "How to Enjoy Pictures:"

"Nicholas Maas, in his picture called *The Spinner*, gives us just this sort of homely beauty. While the soft contrasts of light and shade are lovely in themselves (look at the page from such a distance as to lose its details, and you find the opposition of light and dark spaces is so managed as to make a serene sort of harmony, like certain cords in music), the main impression of the picture is upon the heart and the sympathetic imagination even more than upon the æsthetic sense. This old housewife evidently belongs to a humble rank in life. The bare, rough walls stand for a very simple, primitive sort of home life. Yet the suggestion of self-respectful comfort is complete. The roof over the head of that tidy, capable old woman is unquestionably a whole roof, not a leaky one. She sits near a great fireplace, the tongs, besides making a pleasant variety in the detail of lines, and giving a gleam of metallic surface to contrast with all the wood and plaster, remind one of the cheerful comfort of a blaze on the hearth. The earthen pot in the corner is just where it is for many reasons at once; its robust curves break the monotonous, upright surface of the wall, and lessen the severity of the three tall, parallel vertical lines along the right-hand edge of the composition; again, the texture of the bit of quaint, rude pottery (and, in the original, its color) adds to the interest. The pose of the thrifty old mother herself is eloquent of homely industry. The seamed and wrinkled face is that of one whose whole life has been a round of patiently borne responsibilities. The rough hands have been used to constant, unsparing labor.

They are a little stiffened now with age and rheumatism, yet not so much as to forget their former skill. Give her time and those callous fingers that have handled flax so many years will prove that they have not forgotten their accustomed cunning. . . . Look once more at the picture as a composition and see how perfectly it was planned. The tall distaff at one end of the flax wheel, with its own soft shadow behind it, helps break what would otherwise be a glaring triangle of light on the wall, and leads the eye easily across from the dark mass of the spinner's left shoulder to the shadows in the edge of the fireplace. Notice on the other hand how the light on the legs and the inner rim of the wheel keeps the shadows in the lower part of the picture from being too dense. The deep shadows in the lower left corner of the picture seem transparent for all their depth; this is partly because the form thrust into the shadow is a form particularly easy for the imagination to trace. We *think* we see even more than we actually do see in that dim corner. The hint given at the back of the spinner's chair is a very slight hint, but it serves several purposes. In the first place, it gives satisfactory evidence as to the old woman's real pose. The suggestion of a substantial seat for the bending figure gives us unconsciously a feeling of repose and satisfaction. Besides this, the ornamental part of the chair back makes an end for that curving line of light beyond the woman's shoulder, much more diversified and so much pleasanter to look at than it would have been had the light space finished abruptly in contact with her dark petticoats. The light behind her would have had, in that case, the forced, theatrical look of a manufactured halo. As it is, the effect of the mellow daylight on the conscientious, stooping figure has just enough remote suggestion of a halo contained in its perfectly natural, unobtrusive, everyday effect to give us a serene sense of blessing and of peace."

How do you like this way of studying and enjoying pictures? We like it so well that we recommend this volume for text-book use in our kindergarten training schools. Among other strong features of the book are the following: A chapter on how to study the illustrations which appear in leading magazines; the processes involved in modern picture reproduction; how to select and arrange pictures in the schoolroom, and a list of desirable books on art, history, etc. Price \$1.50 Order through the Kindergarten Literature Co. and secure discount.

READ Miss Lauch's study of the Difference between Children and Grown People in "Pedagogical Seminary," Vol. V., I., pp. 129-136.

Daisies and Buttercups.—I agree with your correspondent "Phyllis Wardle" in your May number, Vol. X, page 610, of the KINDERGARTEN MAGAZINE, who calls in question the accuracy of some passages of that otherwise lovely song, "Buttercups and Daisies," but I by no means like her renderings. "Hepatica and Bloodroot" have not the sweet sound and association of "Buttercups and Daisies," and I do not think would ever be "*taking*" enough to be admitted as a substitute. My children have sung this song for a long time, and as I think I managed to correct the inaccuracy without having to sacrifice the "Buttercups and Daisies," I give you my version:

Buttercups and daisies,
Oh, what pretty flowers,
Coming in the springtime,
To tell of sunny hours.
While the trees are leafless,
While the fields are bare,
Buttercups and daisies
Spring up here and there.

*Now the snowdrop's withered
And the crocus bold;
Now the early primrose
Opes its pale gold;
While upon the sunny bank
Buttercups are bright,
And among the springing grass
Peep the daisies white.*

Welcome, yellow buttercups,
Welcome, daisies white,
*Oh how kind to come
And give us such delight!*
Coming in the springtime
Of sunny hours to tell;
Speaking to our hearts of Him
Who doeth all things well.

(Italics my alterations.)

In my copy of Miss Heerwart's "Music for the Kindergarten" only these three verses are given, and I think the omission of the other one is not to be regretted, as it introduces a sort of philosophizing which is entirely foreign to the child's nature, and which adult writers are far too apt to put into children's mouths. Had that verse been in my copy I should certainly have struck it out at any rate; for this same reason I have altered:

"Ye are in my spirit to "Oh, how kind to come
Visioned, a delight." And give us such delight."

I think the great aim is to let the children have a pure delight in the pure and beautiful, and such songs should give beautiful utterances to that feeling. They should be thinking of the beauty and the goodness outside of them, and be as unconscious as possible of such things as mind and spirit being in themselves at all. I think the song as I have given it above is quite accurate to nature as far as Scotland is concerned. Even the ordinary buttercups (crowfoots) come when the trees are just budding, but it is common to call *celandine*, and quite a number of similar flowers, by the general name of "buttercup," though this is certainly a thing to be corrected.

I do not know whether Miss Heerwart's "Music for the Kindergarten" is generally known to your readers, but I should strongly recommend it. I think it a very fine collection. Of course, everyone has her own mind, and before starting my children with it I went over it carefully and marked those I approved of, and altered and struck out passages in the same spirit as indicated above. If any reader cares to correspond with me on this subject through your paper, or otherwise, I should be glad to reciprocate. I did the same with the other song books I have, which are "Songs of Happy Life," which contains, with much that I call "shop," many exquisite things; and "Infant School Songs" (published by Curwen), which contains hardly anything but gems. I also drew up a calendar of the songs in these books so that my children might be singing about the different flowers, etc., when they were there, which I think an excellent plan also. I shall be glad to reciprocate in any way with your readers. If there is any good song book or book of poems drawn up in this way I should be glad to know of it.—*Gavin Morton, The Knowe, Darvel, Ayrshire, Scotland.*

WE would especially commend Mrs. Knowlton's "Nature Songs for Children" to kindergartners for their own use and for urging upon parents for home music. Mrs. Knowlton dedicates the volume of her exquisite compositions as follows: "To my little boy Donald, my critic, counsellor, and most appreciative listener, these songs are lovingly inscribed by his mother." Can you count your musical blessings, you

kindergartners who have come into the possession during the past decade of a score of priceless volumes of children's music and songs? Mrs. Knowlton has personally acknowledged her indebtedness to the directors of the Chicago Kindergarten Institute, by whose encouragement her songs first found a kindergarten hearing. Being a resident of Cleveland, Ohio, Mrs. Knowlton is deeply interested in all that concerns the local kindergarten life or social work of that city. We congratulate Donald upon having a musician-mother. Kindergartners will rejoice in the new music for that old favorite, "Over in the Meadow in the Sand and the Sun," which appears in Mrs. Knowlton's volume.

"Braided Straws" is a collection of short stories and rhymes by Elizabeth E. Foulke, sent out by Silver Burdett & Co. Miss Foulke is the author of "Twilight Stories," illustrated. The same firm send out a choice volume, "Poetry of the Seasons," compiled by Mary I. Lovejoy. This collection is designed as a supplementary reader for grammar grades. Kindergartners would find these three hundred carefully selected nature poems of frequent inspiration and convenience in their program work.

THE kindergartner's own number is what the January issue of the KINDERGARTEN MAGAZINE proves to be. Typical stories, a patriotic program, a campaign document, reports and news from all sections, make it a budget of immediate and practical import to every active worker.

The February issue of the KINDERGARTEN MAGAZINE will be a special number, with an illustrated account of the National Cash Register Works at Dayton, O. Single numbers 20 cents.

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"AN INDUSTRIAL SYMPHONY,"
THE NATIONAL CASH REGISTER COMPANY.

KINDERGARTEN MAGAZINE

Vol. XI.—FEBRUARY, 1899.—No. 6.

NEW SERIES.

AN INDUSTRIAL SYMPHONY.

THE NATIONAL CASH REGISTER COMPANY OF DAYTON.

HORACE FLETCHER.

WHEN Mr. James L. Hughes, the eminent educator of Toronto, Canada, visited the works of the National Cash Register Company of Dayton, Ohio, he made the observation that it was conducted, in all of its details, on the kindergarten plan. This is a novel suggestion; that is, it will seem to be by those who have the narrow view of what the kindergarten plan is.

The kindergarten is generally thought to be an infant school where children are amused, somewhat instructed, but mainly busied so as to keep them out of mischief. This is partly true, but the plan which Mr. Hughes referred to has the broadest possible scope, and its influence is becoming very widely felt through its application to every activity in life without age limit.

Men and women are but grown-up children, and work is a serious application of the energy which, exerted spontaneously by children, is called play. The real distinction lies in the returns; that is, whether the energy is paid for or is expended gratuitously.

The kindergarten plan aims to find out what a child or a person is best fitted to do, and to make the doing of it recreative instead of drudgery.

The plan of the National Cash Register Company is to so apportion the work of its factory, and surround it with

pleasant features, that it shall not be drudgery, the placing of potted palms about the great machine rooms being one of the devices to this end.

N. C. R.

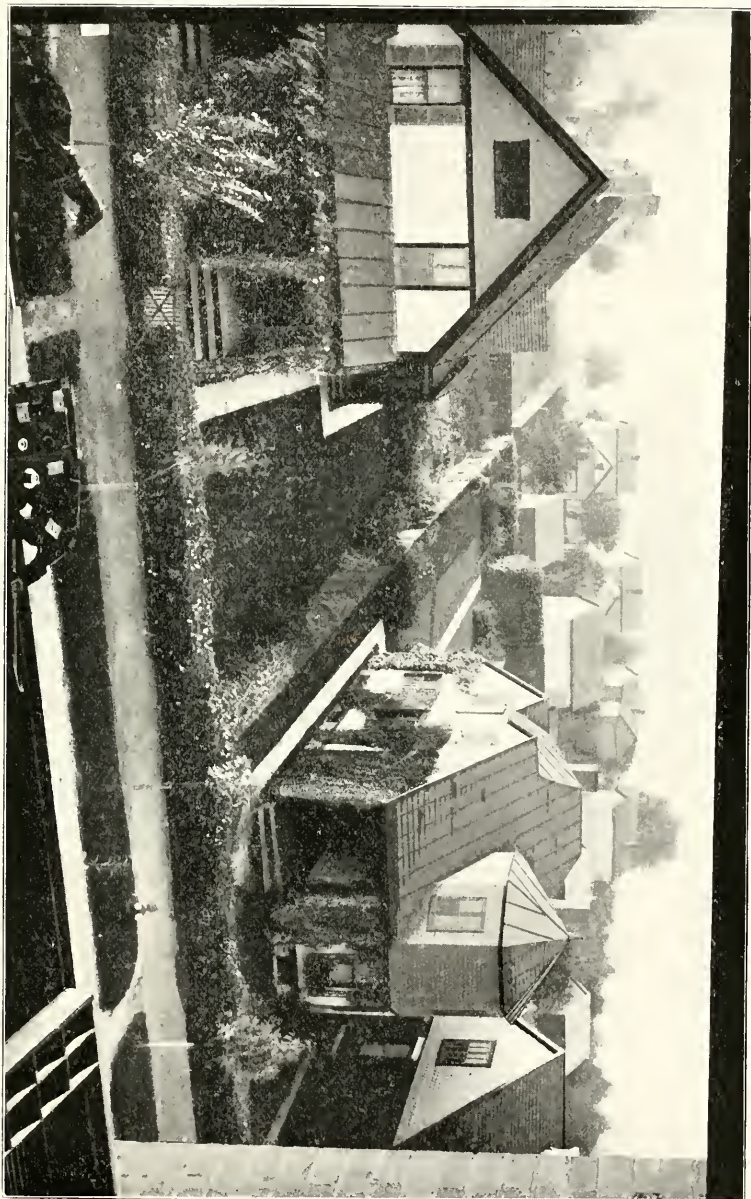
There is probably no industrial establishment better known and more written about than the N. C. R. These initials stand for the longer full name, are the generally used appellation of the concern, and are also the name of the fortnightly magazine published by the company for distribution among its agents and patrons, and hence I will use them instead of the full name for the sake of brevity.

The N. C. R., then, it shall be, and as it has been written about so much in a coldly descriptive way, I will write only of the features which tend to make work little else than useful play, and which have transformed a careless and neglected slum of a manufacturing city into one of the prettiest residence districts to be found in any city. The name of the quarter has been changed to fit the new conditions. It was formerly Slidertown, but now it is South Park.

THE MAGNETIC ELM.

The presiding genius of all this harmony is a great elm tree, almost as old as the surrounding hills, and under which Mad Anthony Wayne once pitched his tent when his Indian hunters were encamped on the site of Dayton more than a hundred years ago. Few people realize the potency of the influence of this giant elm. It is a fine elm, to be sure, and a person would be very unobserving who passed it, or came within sight of its towering form, without noting the fact that it is an unusual tree; but that it caused the erection of the great factory behind it, in its vicinage, and has been one of the causes of kindly sentiment which have so powerfully influenced the Patterson Brothers to love the work they have fostered, even they themselves do not fully realize, because they simply feel it without audible reminder, and have felt it so long that it has come to be an unconscious habit.

The elm stood where it now stands before the Patterson



View from a Factory Window.

boys were born, before their grandparents were born, and long before the farm. the boys were "raised" on was cleared of its primeval forest. Growing in silent majesty, within a quarter of a mile of the then old, but now venerable home-stead, the stately tree was the favorite shelter and rendezvous of the farmer boys of the township. The village of Dayton was then seen in the far distance by these country boys, and where the busy factory now stands all was quiet and rural in the extreme.

·EARLY EXPERIENCES.

In early manhood two of the younger Pattersons, John H. and Frank J., after finishing their studies at Dartmouth College, flew the old farm nest and ventured in business, first in selling coal, and then in mining it at Coalton, Ohio.

There were difficulties connected with coal mining in those days as there are now, and the Pattersons were not exempt. There was no law in force in the coal region, and the miners were victims of the rapacity of adventurers, both common outlaw highwaymen working individually, and organized robbers working behind the screen of corporate irresponsibility. There were also thieves within the camp ready to appropriate what the workers were getting from the veins in the rocks, so that the honest farmer boys were no match for these vultures, and they finally were forced out of the mining field they had entered, but with a valuable experience of the wiles of the world.

The one experience in the coal mining business which proved to be more profitable than all of the hoped-for profits from coal was hidden behind a seeming misfortune. One of the attachments to all mines at that time was a store for the supply of the miners. Goods were carefully bought for the store, prices were charged which promised a gain in excess of cost and expenses, but still the store lost money, and there seemed to be no means of discovering the leaks. Clerk after clerk was discharged, and others, well recommended, filled their places, but still the store lost money for the mine, until a peddler came one day with a crude machine in a rough box which he called a "patent cashier." He said that

t would prevent errors and losses, and was so sure of it that he offered to take only a small portion of the price on making the sale, and to collect the balance later if the machine did what was promised. It did what was promised, and the store began to show a profit.

Just about that time the coal mining business declined and threatened to ruin the Patterson Brothers. Then it was that they turned their thoughts toward other possibilities,



The Kindergarten Modeling the Fair Grounds.

and the merit of the little cash machine claimed their attention. "If it served to turn a losing store business into a paying business in one case, why might it not do the same in all cases; and why shouldn't every business in the world that handled any cash be benefited by the use of such a machine?"

The cash machine was a new idea then, and the apparatus rude and clumsy. The Pattersons hunted up the owner and learned that his appreciation of his invention was mod-

erate, especially as he wanted to retire from manufacturing and return to his former occupation. So they bought the patent and the single hand lathe on which the machines were being constructed, and began the work in this simple plant, that seems as amusing, as it is exhibited in the midst of the present great plant, as did the earliest models of locomotives in the Transportation Exhibit at the World's Columbian Exposition; for one of the features of the N. C. R. is a museum, in which are collected relics of the early days of the enterprise as well as the models of successful and unsuccessful attempts to improve the original invention from the very beginning.

The first room in which the N. C. R. built its machines was a dark back room looking out upon a dirty alley in the city of Dayton, and hence it was the delight and the relief of the new owners to hie them to the elm tree on the edge of the old farmstead nearest to their work whenever opportunity offered. Sundays and holidays always found them lingering about in the shade of the restful elm, and when the business had grown so that a second lathe was needed, and a building suitable had to be built, the magnetic tree drew them to choose a spot near to itself as the one on which to erect the new factory.

I am told that then, when they could look out upon the elm, the real enjoyment of their work first dawned on the Patterson boys, and there began to sprout within them the spirit of altruistic enterprise which has led to their great success.

For ten years they plodded on in the usual fashion of manufacturers in relation to their "hired help." They followed the conventions and treated the workers with the manners of superiors because of the example that custom set them, but they were not comfortable in following the custom. They worked on the edge of the farm they tilled as boys, they looked out on the big elm tree, they felt the old spirit of comradeship which attaches to farm life, and the restraint of boss-ship and the tyranny of unsympathetic superintendency grated upon their sensibilities every time they

saw the tree and the familiar woods and fields beyond.

The first innovation leading to the present symphonic methods in use in the N. C. R. factory was a simple heating apparatus on which the girls could warm the coffee they brought for their lunch. Soon were added cups and saucers, spoons, plates, knives, and forks, so that the luncheon might be made more palatable by the neatness of the service. This innovation cost the company \$300, and was considered to be quite an extravagance at the time. It was soon ob-



N. C. R. Library.

served, however, that the workgirls were appreciative of the attention and thoughtfulness, and reciprocated with greater interest in their work.

Again the Pattersons reasoned: "If a slight consideration involving but little expense will have a tangible profitable result in making the workers take a greater interest in their work, why may not further advantages provided for the employés give similar profitable returns?" So there began a systematic addition of features of comfort for the

employés which are now so complete as to make the establishment, with its seventeen to eighteen hundred employés, deserve the name of an "Industrial Symphony."

A STRIKING LIST.

On the bulletin board of the N. C. R. house, the building which is used for the library, the savings bank, the kindergarten and other departments, there are listed no less than thirty separate features not found in ordinary factories, whose aim is the comfort and recreation of the workers in the factory, their families, their friends, and all of the residents of the neighborhood who may wish to avail themselves of the privileges.

The broad hospitality of the scheme of recreation and improvement is extended to outsiders, for the reason that facilities for improvement in a community should be free to all because the general tone of culture, which indiscriminating facilities offer to a neighborhood, is reflective, and all benefit by a uniformity of the distribution. For instance, children who are being trained in a kindergarten are more or less under the influence of all their playmates, and hence it is to the advantage of all if all are subject to the same good influences. In the distribution of prizes for the best effects obtained in cottage gardening in the South Park Quarter, which surrounds the factory of the N. C. R., non-employés are as eligible as are the employés.

LANDSCAPE GARDENING.

The consulting landscape gardener of the N. C. R. is no less a person than Frederick Law Olmsted, the designer of Central Park, New York, the grounds of the World's Columbian Exposition, and many of the finest parks of the country. Once or twice a year Mr. Olmsted is invited to come to Dayton to advise in the matter of garden arrangement and effects in the South Park Quarter, and to suggest changes to be made anywhere within sight of the factory. This autumn, just passed, Mr. Olmsted noted that a barn half a mile away, and the fence surrounding it, had been painted a glaring white, so that it was an inharmonious spot in the

landscape back of the factory. He called attention to the inharmony, and suggested that a very dark red or an olive green would not be as offensive as white. Two days later the permission of the farmer was obtained, and the offensive color replaced by one more harmonious at the expense of the N. C. R.

I know of one other conspicuous example of neighborly



The Kindergarten Yard.

attention to harmonious landscape effects in this country. Mr. Edward F. Searles, of Methuen, Mass., has obtained permission from the owners of many farms, and planted shrubs and vines outside the fences on the space bordering on the public roads, so that all who use them may enjoy the roads as if they were park drives.

The Japanese lead all other people in similar display of community spirit. Travelers note with pleasure the harmony of Japanese landscapes, but few know the care which has produced the admirable result. People living on the

contour line of a horizon surrounding a valley in Japan coöperate with the residents of the valley in giving the horizon line picturesque effects by arranging trees to suit an approved design.

A TRUE ECONOMY.

The cost of this attention to surroundings is very significant when measured by the wide extent of the good results. The taste of a great landscape gardener is made available to all the residents of South Park at a cost of less than a cent for each of them. The N. C. R. pays the whole cost but gets it back, increased an hundred-fold, in the interest excited in the community in the work and success of the company. The N. C. R. also purchases the seeds advised by Mr. Olmsted, and distributes them freely. The recreation and community affection which are engendered in the residents by the planting of these seeds and the care of the plants cannot be overestimated in value. It is a fundamental essential.

SELF-RESPECT CREATES STEAM.

There is not space in a single article to list and describe the improvement features of the N. C. R. institution, much less to note their influence for good in all its effects. Merely as a philanthropic feature comfortable baths in a factory are a splendid means, but few persons realize that they are an important factor in the motive power.

The N. C. R. has provided for its employés ample bathing facilities, and allows twenty minutes of the working time once a week for the taking of a spray to each of the employés. This time is paid for as if it were working time, and, while there is no written rule, each employé is supposed to take advantage of the privilege. They may use the baths *ad libitum* during their own time and at their own pleasure, the towels, soap, etc., being free at any time. While both hot and cold water are supplied in abundance it will not be readily seen how the baths create steam which adds to the motive power, but they do create energy, which is but another form of steam, and this increased energy is very powerful in its effects on the gross product of the factory.

When a man is clean, when he knows that all of his fellow-workmen are clean, and when he knows that they know that he is clean, a current of energy, the result of self-respect, is the inevitable result. Being generated in the presence of work this current of spontaneous energy finds its outlet in the work of a large number of employés more effectively than any that could be induced by the espionage of the most vigilant superintendence. Viewed from the economic side, the time allowed for bathing is only one 171st of the week's time, but if the slightest exhilaration is given



Boys' Brigade .

to the energy of a few of the employés in consequence, it is worth more to the total product than the cost of a small proportion of the week's pay-roll.

BUSINESS ALTRUISM.

The Messrs. Patterson admit the altruistic impulse as the underlying motive of their unique methods, but at the same time they give a definition to "altruism" that puts a new value upon it; that is, as generally understood. They say, "The test of a good thing is that it is profitable to both the giver and the receiver." This is not new doctrine, for the "Good Book" asserts that "It is more blessed to give than

to receive," but it adds a good business reason for altruistic methods in the relations of employers and employés.

PROMPT INITIATIVE.

The N. C. R. is ready to try any suggestion that promises to be mutually beneficial, and it is put to the test, and careful watch and detailed statistics are employed to register the results. If an innovation under test seems good to the employés, and is duly appreciated by them, and is also profitable to the company, it is at once established as a permanent institution. In all of the inquiry I have made, both direct and veiled, I fail to find a single instance of jealousy on the part of the employés where the results to the company seem to be large in proportion to the small amount expended. There is a feeling of partnership among all the employés which is in itself a compensation to them, and which is enhanced by the knowledge that the directors of the factory are the hardest worked of all the coöperators, mainly on account of the necessity of constant invention and their desire to bring recreative features into the business for the community benefit.

THE WORLD BROUGHT TO THEM.

The N. C. R. possesses over six thousand lantern slides and two of the best stereopticons made, by use of which any subject of passing interest may be illustrated in the most effective manner. For instance, the newspapers of a certain morning surprise the world by the announcement of a great naval battle, like that of Manila. In the catalog of lantern slides there are pictures of the ships of the navy, their commanders, and also many views of Manila, and other parts of the Philippine Islands. An announcement is made in the local papers and by bulletins, by which means the employés of the N. C. R. and their friends are invited to see the pictures thrown on a canvas screen by a powerful electric light, and some one is delegated to hunt up material and deliver a lecture on the subject. When I say that the head of what is called the "Advance Department"—properly the literary and advertising department—is a professor of sociology



Kindergarten on the Lawn.

from one of the colleges, it is readily understood that there is no lack of facility for preparing interesting and instructive lectures on almost any subject, as the head of the "Advance Department" is but a type of the average efficiency of the active force of the N. C. R. One of the mottoes of the company is, "The best means of accomplishing anything are none too good if you want to produce the best results."

A MORAL AT THE BOTTOM.

In relating the first idea which prompted the acquisition by the Pattersons of the cash registering machine business I stated that appreciation of the crude cash register, which was then the only product of the invention, was its efficacy in preventing mistakes which might be misunderstood as intentional and lead to suspicion. There is no doubt but that all devices which prevent mistakes and prevent temptation are great moral agents. The Pattersons appreciated this in the little machine they first purchased, tested its value, and realized that if it were of value to them it must be so to others. Their interpretation of altruism follows the same line of reasoning, and prevention, to avoid correction, is the basic thought in all of their system as it is also the basic value of the kindergarten method.

A BUSINESS SUNDAY-SCHOOL.

Many of the unusual features established at the N. C. R. have grown out of opportunities which have been accidentally discovered or thrust upon the management. The Sunday-school, which is now attended to the full capacity of the amphitheater audience room, counting from six hundred to eight hundred children in the membership, curiously developed out of an attempt to profane a church edifice by turning it into a beer saloon. This was before the South Park Quarter had outgrown the possibility of saloons. It became necessary for the Messrs. Patterson to purchase the mortgaged church to protect it from profanation, and having acquired the structure, with a need that the Sunday-school should not be discontinued, the natural sequence was the conducting of a school on advanced lines in consonance with the methods of the N. C. R.

The children gather in the amphitheater for the opening exercises. After that the classes scatter to different rooms and hold the class exercises, when they all return to the audience hall to hear a lecture on the subject of the day illustrated by the stereopticon.

Each child selects, during the week, a verse or a paragraph from any author, or from the Bible, apropos of the



Glimpse of Cooking School.

text of the day, so that the whole community is in constant search for good writings on selected subjects. The only rewards distributed are the reports of the committee published in the Sunday-school paper of the company, but these are sufficiently stimulating to incite interest, and the scrapbooks containing the most worthy selections which lie on the library table form a valuable compilation of choice thought.

THOUGHTFUL CONSIDERATION.

While the men employés are in nowise neglected, the

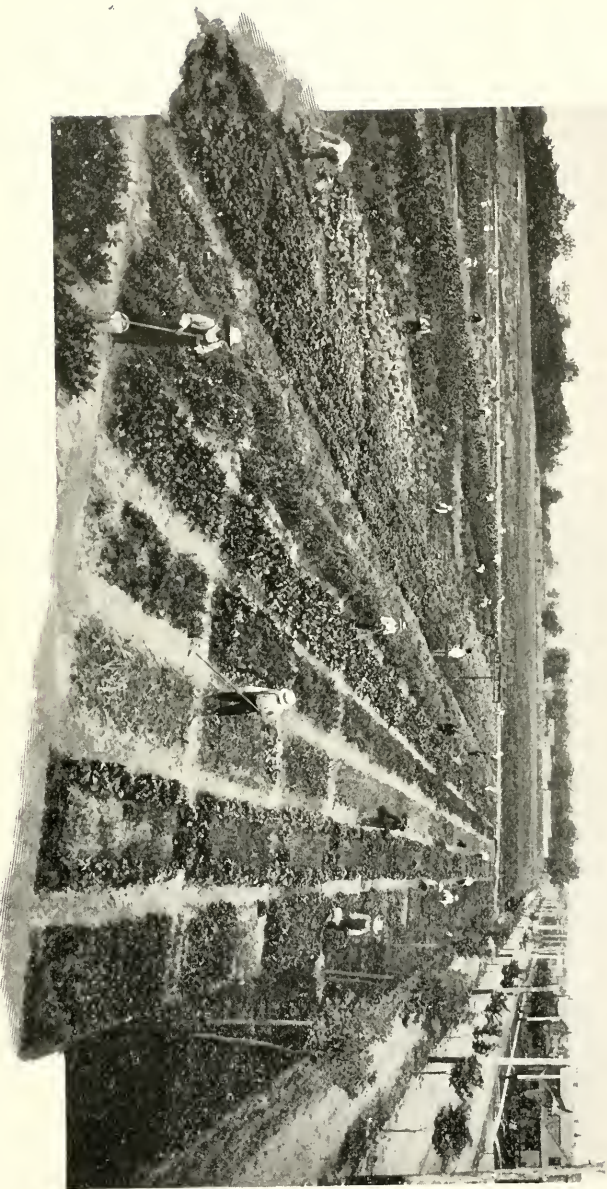
women are of first consideration in planning comforts and conveniences. They come to the factory a quarter of an hour later, and leave it a quarter of an hour earlier than the men, so that they can have street cars to themselves, and sufficient cars are provided so that each may have a seat. Each woman is also given one day of vacation each month, with free choice of the day to suit her health or household convenience, and with no reduction on account of loss of time. Physical culture, a cooking school, a dancing class, a



Child Life in South Park.

literary club, and several other opportunities for improvement, are provided free for the women.

I had the pleasure of attending one of the "sociables" of the literary club, and noticed a grace of carriage and conduct that would do credit to a court function in any country. There were no hoity-toity, self-conscious manners to be seen, and so marked was the gracefulness of the occasion that I was compelled to think that useful occupation, serious participation in the responsibility of work, the dexterity of



Boys' Gardens.

skilled work, and a perfectly harmonious atmosphere are necessary to grace of manner.

Each young woman possesses a high school certificate before she is eligible for employment, and the equality of equipment, both intellectual and pecuniary, is a harmonizing influence that ostentatious society does not ever possess, even in the ranks of titled dames.

CULTURE ENCOURAGED.

When the demand for employment in the N. C. R. had become greatly more than the factory could use it occurred to the management to raise the standard of qualification and at the same time encourage preparation that would elevate the whole community. The possession of a high school certificate was the standard fixed, and within a short time the attendance at the high school perceptibly increased, and has been full in Dayton ever since. The building raised in honor of this appreciation is one of the most beautiful, imposing, and commodious school buildings in this country of fine school architecture

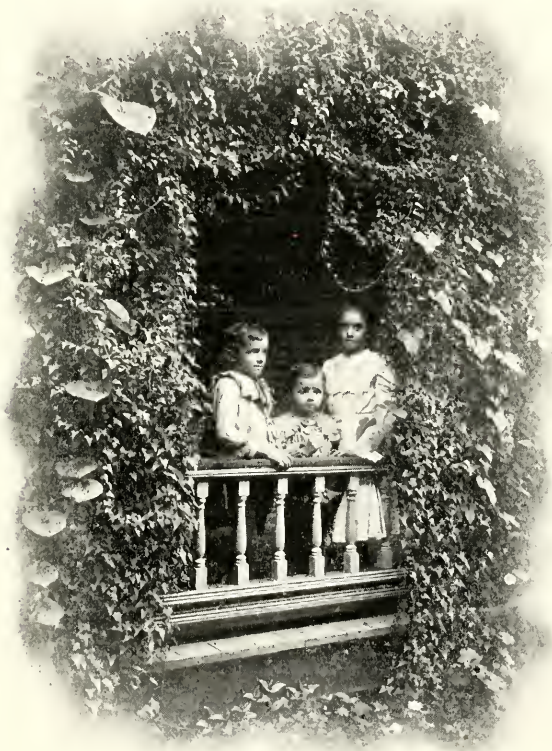
AN INADEQUATE ACCOUNT.

To describe the beauties and merits of such an institution as the N. C. R., and the wide influence for good that it is exerting as a world model, would tax the limits of a very large volume, and hence in a magazine article only the briefest suggestions can be crowded. Illustration, of course, tells a story much more fully, and the accompanying half-tones, made by apparatus which is part of the N. C. R. equipment, will be a greater supplement than the written article. The better way is to see it all yourself if you happen to be within reaching distance. Visitors are welcome and courteously shown the establishment and its workings. Many who will have access to this article will have such an opportunity early in March, when the International Kindergarten Union convenes at Cincinnati, which is less than two hours by rail from Dayton

In the capacity of student of sociology I set aside a whole day to visit the N. C. R. establishment out of an

attractive itinerary, but was allured into devoting two months to observation of the influence of the methods of the factory, and into setting up a camp in Dayton for work upon the spot.

"Distance (frequently) lends enchantment to the view," but in this case it fails, as no photograph can reproduce the violet of distant hills, nor can it simulate the charm of warmth in a picture; in like manner no black and white description of an "industrial symphony" can do justice to the atmosphere which pervades it.



Children on the Porch.

THE CINCINNATI KINDERGARTEN ASSOCIATION.

TRAINING SCHOOL AND KINDERGARTEN.

ANNIE LAWS.

THE first meeting of Cincinnati women interested in establishing free kindergartens in Cincinnati was held December 13, 1879, and at a subsequent meeting held December 19, the Cincinnati Kindergarten Association was organized with Mrs. Alphonso Taft as its first president.

Committees upon instruction, finance, and publication were formed to take the preliminary steps toward opening a kindergarten.

In January, 1880, Dr. Wm. T. Harris, of St. Louis, now United States Commissioner of Education, made an address in College Hall upon the kindergarten work as conducted in St. Louis, and succeeded in arousing great interest on the part of those who were present.

During the months of January and February meetings were held fortnightly either at Hughes or Woodward high schools, and after some correspondence with Miss Susan Blow, and upon her recommendation, it was decided to inaugurate the work in Cincinnati under the direction of Miss Sallie Shawk of St. Louis.

As the laws of Ohio at that time did not permit the use of public funds for the education of children under six years of age, it was decided to make no effort in the beginning to amalgamate the kindergarten with the public school system, but to establish kindergartens in various localities of the city where the greatest amount of good could be done to the little ones crowded in these districts; and, as the president stated in her first annual address, "Believing that it is not yet time to attempt the introduction of the system into the public schools, it is thought best to begin the good work

through private means. We therefore appeal to the friends of education and humanity to help us in the effort, which is to be on the broad basis of the public schools without distinction of race, sect, or nationality."

The first kindergarten was opened in the old Spencer House on the river front March 1, 1880, with six children present on the opening day, which number rapidly increased to sixty as the work became better known in the neighborhood.

A training school for kindergartners was organized at the same time, and the four pupils who entered for the training were placed as assistants in the kindergarten under the direction of Miss Shawk, who supplemented her training work at that time through correspondence with Miss Blow, to whom many of the papers were sent for correction or criticism.

The present writer treasures among her kindergarten possessions several old essays, annotated and criticised by Miss Blow, which served to give her an added insight into the higher possibilities of the kindergarten training for young women

As the success of the first kindergarten became demonstrated, it was decided to open another in the extreme northern part of the city, and these two were soon followed by one in the western and another in the eastern part of the city. These kindergartens were known respectively as the South, North, West and Gilbert Avenue kindergartens, and were placed under the direction of pupils trained in the school. They, with the Training School, derived their entire support through the association by means of voluntary subscriptions, donations, and the proceeds of entertainments, etc., there being no tuition charged at that time.

Later, in order to encourage the formation of kindergartens without assuming an additional burden of expense, the association volunteered to organize and supervise kindergartens supported by other organizations or individuals, free of expense, and to supply them with pupil assistants from the Training School, as well as to give directors the

benefit of classes, meetings, lectures, etc., provided the selection of director was approved, and the rules of the Training School followed. The result has been most satisfactory in spreading the kindergarten movement, and at the same time enabling the association to maintain a high standard of excellence in the work. The directors of these kindergartens find it most helpful to their own growth and progress to be able to keep thus closely in touch with the Training School center. A stronger bond of union between the various kindergartens has also been the result.

The Kindergarten Directory at the close of this article shows the extent of the work now supervised by the association. One most helpful and encouraging feature of the work is the great interest manifested by the mothers of the little ones.

A mothers' association has been organized in each of the kindergartens, holding monthly meetings for child study and social intercourse, and these again have been united with a general association, holding mass meetings once or twice during the year. The membership in this numbers nearly a thousand women.

Four kindergartens owe their existence and entire support to the earnest desire upon the part of several groups of hard-working mothers to supply their children with the advantages which they realized came through the medium of the kindergarten.

A few years ago the following bill was passed by the Ohio legislature at Columbus: "Each board of education of any city, special, or village school, may, if they so choose, at any regular or special meeting, establish public kindergartens in connection with the public school of said city, special, or village school district for children between the ages of four and six, and may determine what part of its contingent fund provided for in sections 3,958 and 3,959 shall be set aside for such purpose; provided no part of the state fund shall be appropriated therefor; but said board of education may provide an additional sum for said kinder-

garten instruction by the levy of a tax not exceeding one mill to the levy provided for in section 3,959."

Thus it will be seen that the disability under which the kindergarten association labored in the early years of its existence has been removed, and while as yet there has been no appropriation from public funds, it is hoped that in the near future some arrangement may be made by which the kindergartens of Cincinnati shall receive their due share of public support.

The development of the Training School has been the chief object of consideration during the past few years, as the realization has become more general that the value of the kindergarten depends entirely upon the character, ability, and thorough preparation of the kindergartner for her work.

When Miss Shawk returned eventually to St. Louis, the direction of the Training School was left in the hands of Mrs. E. D. Worden, one of her advanced pupils, who ably filled the position for several years, and was succeeded later by Mrs. F. D. M. Bratten, who gave an added impetus to the work. Miss Pearl Carpenter became principal in 1893, and brought with her much enthusiasm and inspiration from the Chicago Kindergarten College, of which she was a graduate. She was succeeded in the spring of 1898 by Mrs. Cornelia E. James, of Utica, N. Y., a woman of wide and varied experience, and well known as a lecturer in mother-study circles and classes.

Gradually higher standards of excellence for entrance into the school have been adopted, and better facilities for good training provided. The progress has been steady and gradual, though apparently slow at times, and has been more of an evolution from within than a hasty growth from without. Much of the excellence of the work is attributable to the ability and exertion of Mrs. Katharine Westendorf, the well-known teacher of elocution, who, for a number of years, conducted the classes in physical culture, supervised the songs and games, and gave much time and thought to the development of better methods of instruction.

A six weeks' summer course by Madame Kraus-Boelte, and a course in musical instruction by Dr. Daniel Batchellor, are among some of the factors which resulted in higher ideals for the training classes.

The course now covers a period of three years; the first year preparing the pupil for the position of assistant, the second for director, while the third gives a normal course.

Mrs. James takes charge of classes in Mother-Play, Psychology, Education of Man, and History of Education. Miss Cox, who was one of the original four pupils in the Training School, and has been identified with the work ever since, takes charge of the business affairs of the school, regulates the time, classes, etc., orders material, gives out supplies, and takes the position of assistant principal.

Miss May Bishop, also one of the early graduates of the school, occupies the position of supervisor of the kindergartens, and gives the Occupation lessons.

Miss Susie Triste, a graduate of 1886, directs the Program classes, Songs and Games, and is at present occupying the position of president of the General Association of Mothers, to which work she has given much time and thought, and has succeeded in inspiring the mothers with something of her own zeal and enthusiasm. Miss Metz and Miss Rankin conduct senior and junior Gift classes respectively; Mrs. Anna K. Benedict, classes in English; Miss Eaton, Nature Study and Physical Culture; Miss Carpenter, Stories; and Miss Josephine Simrall, Literature.

Mrs. James, in addition to her training classes, conducts a large and interesting mother-study class, and also a class for nursery maids, which is proving most successful.

The Training School is fortunate in having for its headquarters a building most admirably adapted for its purposes, in the house formerly occupied by Mrs. Westendorf's School of Elocution.

In addition to entrance hall, directors' room and library, the first floor contains a pleasant and commodious lecture room with a seating capacity of over two hundred, which in the morning is transformed into an ideal kindergarten room

for the Training School kindergarten. The second floor has convenient and pleasant class rooms, offering ample accommodation for the various classes, with sleeping apartments on the third floor.

The kindergartens are open only in the mornings, the afternoons being devoted to training classes, directors' meetings, lectures, etc., with the exception of Thursday afternoon, which is reserved for mothers' meetings. The average number of children in a kindergarten is fifty, and an endeavor is made to place with each director assistants from the senior and normal classes, giving the juniors a period of observation and preparation before they are formally installed as assistants. Necessary changes in the location of assistants are usually made just after the Christmas and Easter vacations, in order that there may be as few interruptions as possible to the trend of thought and preparation carried out in the kindergartens at those seasons.

Many graduates of the Training School are now filling satisfactorily important positions in various localities, and are in constant communication with the Training School, which aims to keep in close touch with their work.

Free scholarships are granted to deaconesses and to workers in the Social Settlement.

At present there are forty-one directors and assistant directors, thirty-seven pupils in the Training School, and about twelve hundred children in the kindergartens.

A Froebel Club has recently been organized by the members of the faculty and graduates of the school, for purposes of investigation into methods of instruction, discussions, etc. This is a direct successor of the Froebel Society, and later of the branch of the International Kindergarten Union, each of which fulfilled its purpose for the time being, and then was merged into an organization on a somewhat more advanced plane, keeping in touch with the gradual evolution of the school.

The object of the present club is rather internal improvement than outside propagation of kindergarten methods

and principles. This club, as well as the association, has become a branch of the International Kindergarten Union.

Miss Field, who is now the president of the Cincinnati Kindergarten Association has been identified with the movement in Cincinnati from the time of its organization, and is deeply and warmly interested in everything pertaining to its welfare.

In addition to the work of this association in Cincinnati, there is a German-American Kindergarten Association which is working exclusively among the German speaking people. There is, as yet, no bond of affiliation between the two societies on account of the difference in language, but it is hoped in time there may come an opportunity of giving the advantages of the Training School to the German Association in order that their assistants may be better fitted for the work.

The matter of greatest interest in kindergarten circles in Cincinnati at present is the approaching meeting of the International Kindergarten Union in March. The event is anticipated with much eagerness, and a most hearty welcome is assured to all members and friends of the Union.

An endeavor will be made to make the meetings as profitable and pleasant as those held in New York, St. Louis and Philadelphia. We trust the clerk of the weather will supplement our efforts, and, as Cincinnati is very centrally located, that there will be a large attendance from all parts of the country.

DIRECTORY OF KINDERGARTENS

UNDER THE AUSPICES OF THE CINCINNATI KINDERGARTEN ASSOCIATION.

1898-1899.

Training School for Kindergartners. . . . Linton St., Vernonville.
Principal, Mrs. Cornelia E. James, Linton St., Vernonville.

Self-supporting:

1. Training School Kindergarten, Linton St., Vernonville.
Director, Miss Susie F. Tuite, 2360 S. Elm St., Walnut Hills.

Supported by the Cincinnati Kindergarten Association:

2. West Kindergarten, 1828 Western Ave.
Director, Miss May Bishop, The Cumberland, Avondale.

Assistant Director, Miss Winifred Hopple, Prospect and Glenway
Aves., Clifton.

3. Gilbert Avenue Kindergarten, 1094 Gilbert Ave.
Director, Miss Mary Eaton, 610 W. Fourth St.
4. North Kindergarten, 1707 Lang St.
Director, Miss Carrie Coney, 31 E. McMillen St., Mt. Auburn.
5. Public School Kindergarten, McFarland St.
Director, Miss Ada Rankin, College Hill, Hamilton Co., Ohio.

Supported by the Woman's Improvement Association of
East Walnut Hills:

6. O'Bryonville Kindergarten, . . Cor. Cohoon and Madison Aves.
Director, Miss Ella Cox, Delaware Ave., Norwood.
- Assistant Director, Miss Ella Riggs, 2710 Klein St., East Walnut Hills.

Supported by the Cincinnati Orphan Asylum:

7. Orphan Asylum Kindergarten, Mt. Auburn,
Director, Miss Lucy Tuite, 2360 S. Elm St., Walnut Hills.

Supported by the Mothers:

8. Mohawk Kindergarten, Cor. Bank and Central Ave.
Director, Miss Emma Roetkin, 73 E. Eleventh St., Covington, Ky.
9. Brighton Kindergarten, 1153 Harrison Ave.
Director, Miss Louise Hartmann, 2648 Bellevue Ave., Mt. Auburn.
10. Mt. Adams Kindergarten, St. Gregory and Hill St., Mt. Adams.
Director, Miss Sallie Resor, Clifton, Ohio.
11. Dayton (Ky.) Kindergarten, 526 E. Fifth Ave., Dayton, Ky.
Director, Miss Bertha ZurMuehlin, 712 Everett St., Cincinnati, Ohio.
12. Riverside Kindergarten (aided by Glenn Home), Riverside, Cincinnati, Ohio.
Director, Miss Catharine Betty, 1531 Jones St., Cincinnati, Ohio.
13. Chapel Street Kindergarten, Chapel St. and Park Ave., Walnut Hills (colored).

Director, Miss Minnie Armstrong, 2620 Park Ave., Walnut Hills.

Supported by the United Jewish Charities:

14. Southwest Kindergarten (No. 1) 721 W. Sixth St.
Director, Miss Mary Bonner, 431 W. Seventh St.
15. Southwest Kindergarten (No. 2) 721 W. Sixth St.
Director, Miss Estelle Rosenthal, 3129 Burnet Ave., Mt. Auburn.
16. Bauer Avenue Kindergarten, Cor. Bauer Ave. and John St.
Director, Miss Carrie Hamilton, 3029 Woodburn Ave., Walnut Hills,
17. Plum Street Kindergarten 1412 Plum St.
Director, Miss Grace Fry, 451 Ludlow Ave., Clifton.

Supported by the Elizabeth Gamble Deaconess Home:

18. Elizabeth Gamble Kindergarten (No. 1) Wesley Ave.
Director, Miss Lottie Sumett, Deaconess Home, Wesley Ave.

Assistant Director, Miss Edna Dalton, 10 St. James Place, Walnut Hills.

19. Elizabeth Gamble Kindergarten (No. 2), . . . 611 Freeman Ave.
Director, Miss Dora Haines, Deaconess Home, Wesley Ave.

Supported by Public School Funds:

20. Madisonville Kindergarten Madisonville, Ohio.
Director, Miss Frances LeVoy, 23 E. Eighth St., Cincinnati, Ohio.
Assistant Director, Miss Anna Beiswenger, Madisonville, Ohio.

Supported by Glenn Home:

21. Glenn Home Kindergarten 641 W. Fourth St.
Director, Miss Emma Wolfer, Milford, Ohio.
22. Glenn Home Mission Kindergarten, . . . Fifth and Front Sts.
Director, Miss Ella Lingenfelter, 503 Tusculum Ave.

Supported by Social Settlement:

23. Social Settlement Kindergarten, . . . Third and Broadway.
Director, Miss Daisy Winslow, Wallace Woods, Covington, Ky.

Supported by Ninth Street Baptist Church:

24. Ninth Street Kindergarten, Ninth near Vine.
Director, Miss L. Abby Davis, 3250 Walworth Ave.

Supported by St. John's Mission (Episcopal).

25. St. John's Kindergarten, . . . Martin St., Fairview Heights.
Director, Miss Ellen Sweeney, 26 E. Eighth St.

Supported by German Deaconess Home:

26. Hollister Street Kindergarten, . . . Hollister St., Mt. Auburn.
Director, Miss Minnie Baer, Deaconess Home, Oak and Reading Road.

PRIVATE KINDERGARTENS.

27. Avondale Kindergarten, 639 Forest Ave.
Director, Miss May Merryweather, 639 Forest Ave., Avondale.
28. Bartholomew Kindergarten, Third and Lawrence Sts.
Director, Miss Josephine Simrall, Wallace Woods, Covington, Ky.
29. Miss Sattler's Kindergarten, . . . Eden Ave., Mt. Auburn.
Director, Miss Clara Miles, Hartwell, Ohio.
30. Froebel Kindergarten, . . . 897 Wehrman Ave., Walnut Hills.
Director, Miss Ethel Rice, 897 Wehrman Ave., Walnut Hills.
31. Miss Campbell's Kindergarten, East Walnut Hills.
Director, Miss Emma Metz, Flat 1, Harvey Ave. and Shillito St.
32. Bond Hill Kindergarten, . . . Oakland Ave., Bond Hill, Ohio.
Director, Miss Emma Hessler, Bond Hill, Ohio.
33. Miss Wilcox's Kindergarten, . . . McMillan St., Walnut St.
Director, Miss Lucy Wilcox, Norwood, Ohio.

34. Wyoming Kindergarten, Wyoming, Ohio.
 Director, Miss Constance McLeod, Wyoming, Ohio.
35. The Evanswood Kindergarten, Miss Ely's School, Clifton, Ohio.
 Director, Miss Grace Stuckey, College Hill, Hamilton Co., Ohio.
36. Westwood Kindergarten, Westwood.
 Director, Miss Simrall, Covington, Ky
- Portsmouth Training Class and Kindergarten, . . . Portsmouth, Ohio.
 Director, Miss Elizabeth Layman.
- (Pupils take second year training in Cincinnati Training School.)

AS A LITTLE CHILD.

NELLIE WALTON FORD.

THE Christmas candles gayly shine,
 Bright starry eyes laugh into mine;
 It needs no wizard to divine
 This day is childhood's own.

Before my eyes another scene
 Shuts out the lights and evergreen,
 For I behold a manger mean
 Wherein a Babe is laid.

And down the ages shines the light
 Which burst upon the world that night,
 When shepherds saw a vision bright,
 And heard the angel's song.

Oh blessed Babe in manger laid!
 The homage round thy cradle paid
 A brighter spot for childhood made
 This selfish world of ours.

Oh childhood's crown! Oh greatest joy!
 Oh sweetest thought without alloy!
 Nothing can childhood's power destroy,
 Since God became a child.

VIRILITY IN THE KINDERGARTEN.

THE following editorial is taken from the December *Midland Schools*, the joint editors of which are Frank B. Cooper, the superintendent of public schools of Des Moines, and Henry Sabin, ex-state superintendent of education for Iowa. Both of these men are warm and active supporters of the kindergarten ideal. The convictions of Henry Sabin, as here expressed, will be tonic for every sincere kindergartner:

The advocates of kindergarten training need to be on the alert or there is grief ahead for them. The impression is gaining ground that kindergarten instruction tends to weaken the child's moral nature; that it enervates his sensibilities and fails to develop his emotions in a wholesome way. This is due to the mistaken notion that the kindergarten school is only a play-house in which the little children have a good time and are kept from mischief and bodily injury. The chief duties of the kindergarten teacher, in the public estimation, are to read stories to the children, teach them a few simple songs and marches, and let them go home at an early hour. Unfortunately there are some kindergartners who do not understand the real intent and the true purpose of kindergarten instruction. The kindergartner ought to insist upon obedience and orderly ways of conduct from her pupils. That she does not always do it is the reason why some principals and superintendents look with but little favor upon her work. They declare, and in some cases rightly, that the children who come from the kindergarten into the primary room are disorderly, impudent, smart, and totally averse to anything which it requires exertion to accomplish; anything, for instance, which has in the slightest degree the flavor of work.

The true purpose of the kindergarten is to fit the child to enter upon the relations of life. To this end he must be taught self-control, obedience to law, justice, helpfulness, respect for the rights of his mates, and all those other virtues which will, when put into practice, render him a respectable, useful member of society.

It is a serious question whether many kindergartén

teachers have not forsaken the old landmarks. It is an equally serious question whether the philosophy of Froebel, as usually understood and applied, is entirely suited to the needs of our day. In some respects it needs to be broadened; in some it must be strengthened, and in others it needs to have added to it an element of virility in order that it may take fast hold of the life that is to rule the twentieth century.

How long should the child stay in the kindergarten? No inflexible rule can be laid down. One child entering it at four may be ready to leave it at five; another entering at the same age may profitably remain until he is six. The child from a family in the slums may remain two or even three years, until his habits are well and strongly formed, while the child from a cultured home, trained by a loving mother, may be ready for the work of the primary room in one year. The observing teacher, and no other should be allowed in a kindergarten, will notice that the child is losing his interest in symbolisms and play, and is evidently reaching out for something real and tangible, above the symbolic realm, and then it is time to transfer him to a different department of school work.

Plays and songs, myths and symbols, must be regarded only as a means to an end. The kindergartner must curb the disposition to regard the pleasure and happiness of the child as the all in all of child life. To do something, to accomplish something worthy of being commended, is the ambition of childhood. Dr Harris is right when he says that it is high time for the child to leave the kindergarten and to take up the work of learning conventional signs—reading, writing, arithmetic—as soon as he is mature enough to show an interest in discovering properties and qualities in things. Then is the time when real work begins, and the man who would put this period off until the child is seven or eight years of age knows little of child nature and comprehends but faintly the real purpose of the kindergarten.

We must not forget that the kindergarten is here to stay. It is not an experiment, nor is it to be considered as only an adjunct to the public school system. But on the other hand, its friends and advocates must not presume upon its being beyond any further improvement. The best thing the intelligent kindergartner can do is to study what the public is saying about the kindergarten. In opening new lands to the influence of Anglo-Saxon civilization, the kindergarten is to have a leading part and, with that fact be-

fore us, the system must be studied with a view to its defects as well as to its excellencies.

Times change and conditions differ so much that it seems impossible to adapt one system to all places. Above all other departments of our school system the kindergarten must keep out of the ruts. How can we improve the kindergarten? Wherein is the philosophy of Froebel not suited to our times? What should be added and what subtracted in order to make the transition from the kindergarten to the primary room easier and more natural, are some of the questions which kindergartners and primary teachers ought to discuss in joint assembly.

There is common ground upon which each must stand. They have common interests, and when rightly adjusted, it will be found that there is no well-defined line of demarkation where kindergarten instruction ends and primary begins.

All this has been written with undiminished faith in the kindergarten and in the most loyal spirit to its interests. The kindergarten, especially in the large cities, is the most available means at our disposal for lessening youthful crime.

In no other way, except through the kindergarten and the child having societies which work with it, and in the same spirit, can we hope to change those conditions in which the youthful criminal is bred, and under the influence of which he reaches maturity in crime at an early age.

OLD ENGLISH VALENTINES.

She's a winsome wee thing,
She's a bonnie wee thing,—
My little Valentine.

Welcome, welcome do I sing—
Far more welcome than the spring!
He that parteth from you never
Shall enjoy a spring forever.

My Valentine—whose heart is like a nest of singing birds
Rocked in the topmost tree of life.

My Valentine—
She is sweeter than the mint
And fairer than the flowers.
Much mirth and no sadness,
All good and no badness.
So joyously, so maidenly,
So womanly her demeaning.

FROM THE LETTERS AND JOURNAL OF GRACE HALLAM.

EDITED BY MAUD MENEFEE.

VII.

Between the entry of the Christmas festival at the Halsted Street Kindergarten and a little journal which appeared in this magazine some two or three years ago, under the title of "The Children of St. Michaels," there falls a lapse of some eight months. It would seem almost incredible that such a voluble spirit should have kept silent to this extent, and there is no doubt but that somewhere there is a record of these active, full days, wherein the episodes and developments are all duly diagnosed; for it has been pointed out with some insight that this young creature—formed by no system of modern culture—is still unusually possessed of the Time Spirit; that in and through all she thinks and says there runs a keen and uncompromising self-analysis. She is as much aware of herself and all that goes on within her as any product of literary psychology to which art-science much in these journals might add some interesting data.

"During the ten summer weeks passed at St. Michaels this young Freethinker," writes Virginia West, who accompanied her, "found herself face to face for the first time with an absolute statement of ecclesiasticism. The art and beauty met at every turn, the mood of courtesy and reserve, the conscious silences, appealed to her deeply; but under all I felt revolt, and we were very nearly sent home on account of her views concerning the miracles. She believed in them 'absolutely beyond peradventure,' she announced to the little breakfast table made up of novices and pupils who didn't go home at vacations. Strange as it may seem this created a profound sensation, and when it reached the mother superior, as it did fifteen minutes later, I was sent

for. I had been at St. Michaels as a child, and I was now a woman, but the old terror came upon me. I think we would both have been sent away had it been the politic thing. 'It is impossible, Virginia,' she would say, 'Sister Antonia is just a good woman. I can't be superstitious about her; they musn't expect it.' . . .

"And one day Sister Antonia came to talk with her—literally to get her views. I shall never forget the two figures, the black robed form of the nun on one hand, and on the other this glorified peasant creature transcending the devotee's enthusiasm.

"'But I must believe in original sin,' said the nun at last, troubled and shaken. 'But I must not, sister; I cannot when I look into the eyes of little children; and you do not really down in your living mother-heart,' she went on in her gentle, convincing tones, while the old nun let the tears gather in her eyes, and did not try to hide them. 'I believe the whole revelation of Heaven will be the knowing that we've always been in it; ignorance of it now is all the sin there is.'

"'That is very transcendental,' said the other, and tried to get back into her shell and find her old manner, and after that was colder than ever toward the girl because she had been betrayed into self-forgetfulness."

In September of that year Grace Hallam took a position in a private school in a rather fashionable quarter. It was intended, if possible, to interest and gather in the more enlightened element, but for many reasons the plan was peculiarly unsuccessful, and was attended with loss and disappointment to all concerned.

"I go toward all beginnings," she says on the first September morning, "with a full heart. Every beginning—every new work, is a new birth, and yet I begin to see that in truth all beginnings are just fulfillments, and birth always just another self-finding, self-realization, till we come to God. I like to think I was never born just as I like to think I am never going to die; that from the foundation of

the world God has been conscious of me. My whole life-work is to become conscious of God."

"I have everything to forgive the environment of this new work," she writes. "It is bare and bleak beyond anything I have known. Down in the labor districts we do not have this work at all unless there is love enough to make it, and that is how we get the trace of beauty that one always finds in the work down there. Beauty is just the cooled outside crust and Loving the centrifugal force that forms it. It was just the loving thought and works that went into those little rooms on Halsted street that raised them from indistinguishable storedom to a temple consecrated to the most high in man. Love and gratitude brought the scrubbing mothers of Ada and Charles and little Willie to keep the place sweet and clean, with just love and gratitude for pay. It was nothing but miracle that the paper we put on the walls could be had at the price. How else came the pots of flowers and the pictures? No devout novitiate ever wrought Altar-cloths with more fervor than Virginia and I hemmed the muslin curtains. The place had a sort of presence; if you were alone there you felt that it was somehow conscious with you. I spoke of it to Virginia, and she said it was because it was the 'word made flesh'; an inspiration made a deed, and we were part of it—every child and every creature who touched it, and 'where Love is God is.'

"That is why this new work seems so cold and barren to me. It is an experiment—a speculation. The management understand the impulse and aims of this work not in the least. They annex it as a fad, I think, hoping to build up the institution which, as far as I see, seems to have no unifying principle. I wish to be perfectly generous in my judgment, and I shall be glad if I am wrong. The director and head-master is not one to whom anyone could ascribe a really conscious scheme for catching the public; he is merely an unsophisticated student with no life experience more vital than the ablative absolute, trying to do a worldly thing without the discernment of the world. I am clear

enough on this point to know that the nurslings of 'the pocket,' as the district lying four square hereabout is called, will never find us. Dingy high walls, uncared for steps, and halls through which boys from primary to preparatory, clatter without law and order, or consideration, does not form an attractive nucleus. The house was once a home, and does not lend itself easily to institutional necessities; as, for instance, we have no doors, and every mood of our work is at the mercy of any passing class curious as to our ways and means. My cupboard is the old dumb waiter, and when the slide is up there issues forth the sickening odor that goes with disuse. A janitor and janitress live in the basement who are a statement of disorder and filth that exceeds any I have met elsewhere. Or is it because in view of these miles of boulevard and clear sky and water beyond I am more conscious of it? I go into these details because I think they imply something. For me, I see that between the outer and the inner there lies a subtle connection, if not unity. If this institution were based on an active life—thought it would have kicked itself free of any such environment long ago, or indeed never been conceived in it. The day has gone by when an educational institution can stand based on the negations engendered by too close allegiance to the ablative absolute. Meanwhile, here am I a component part of this lifeless organism.

"September 16.—We began today. I have worked for several days to make the place alive and somehow expressive of what I feel and know. I painted the circle myself, and dusted and swept without calling into service the janitress. I have never outgrown a certain child-sense that things were alive and conscious with me, and I felt it very necessary to establish an understanding between me and the little expectant red chairs which are far too many in number, I am afraid.

"My whole experience in this work has been with the multitude. On Halsted street we must bar the doors to keep them out, there are always more than can be gathered in. You are always conscious of the hunger and thirst for—

they don't know what themselves, but it's righteousness. Fancy the transition—on Monday morning *two children*, and five visiting kindergartners with note-books come to study my methods. The whole thing is grim. There is just one thing to do, and that is not to permit the five to remain on the outside to witness my embarrassment. I invite them to the circle, and make them responsible with me, which I think is very witty of me.

"Nothing in my training experience had really prepared me for this. All the games I knew, all the marching, all the happiest things demanded that a whole circle of interested, coöperative others should be there to complement, fulfill, make the mood, and keep it all *impersonal*. Almost the greatest factor of this work for both child and teacher is the sense of the larger self. The whole joy of the great circle is yours, and you are the whole joy of the great circle when you do your part.

"But here these two children clapped their hands to music, all the happy rhythmical things, and it seemed a poor sort of fun, and I wondered how I had ever had such a different feeling about it. They seemed to think it was silly after a moment, and grew self-conscious, and wouldn't do anything. How simple to have handled the situation if there had been twenty others. But I was plainly cornered, and the fatal part of it all was that they saw it; there was no possible way of covering my retreat. We went to the table to try some hand work, and the five visitors with empty note-books took their departure. The next period went fairly well, but I heard my voice trying to sound happy, and the terrible fear grew that a sort of creeping paralysis of the joy functions of my heart and mind might come upon me. I have heard kindergartners who tried to play they were happy and play they were playful, and that is painful. For me, I must *be* happy. I love to play, I love to fling into the rhythm, and be a bird or a tree in the wind. Why, Alezandro and I held that circle spellbound one day when we played we were flowers, waking and unfolding and living into life. I thought flower, I felt flower, I longed to

be as perfect. I think I looked it. Anyway, those children saw it or they would not have sat like that. And afterward, whenever we had the play, I never had to say again 'There was one boy in the game who wasn't a real flower, he was just a boy;' there was a conscious struggle all round to express and be the thing with real self-forgetfulness. I like that game although I have heard it criticised. There is a mystical quality in it that we need. It is good for the persistent and strenuous; for the moment the grip of self-will relaxes, and, although it is only in play, you begin to feel the serenity of the will-less world. There is no self-will in nature, that is why it is harmonious and perfect. The only will in nature is the will of God. The life of Jesus Christ reached its complete perfection with 'Thy will, not mine—' . . . I think we all ought to begin to think back to that point again. In a large measure the world has come to think of selfhood as eccentricity, and our great men have cultivated abnormal, almost grotesque characteristics as proof of individuality. The whole struggle seems to be to prove oneself as separate and apart from the whole, whereas I begin to see that supreme individuality lies in being one with and expressing the whole. What does individual mean but *undivided*?

"I have everything to forgive myself that I must state negative conditions, as I do in regard to this work; that I cannot find the old inspiration, and that the singing bird in my heart chirrup faintly. I am more scientific than I am loving, and I can't find these two little children who are still the only ones. The strange part of it all is they are not little children; they are older than I am, and I seem to be going to school to them rather than they to me. I seem to be the guileless and unsophisticated one, as indeed I know I am in the world's ways—I have never known them. These two children are both five years old. They do not come from the ultra fashionable circle at all. Alexina is the youngest child of a surgeon of some repute, and Felix the orphan grandson of the rector of St. Mark's. He lives in the parish

house, and is left almost entirely with servants. The profanity of this little child exceeds anything of the kind that I have yet heard. So far I have not been able to handle the problem of it at all. The main point with him seems to be a desire to shock. The maiden aunt who comes often is in constant terror that he will begin, and he feels his power. I fancy he has been punished and admonished without stint, and nothing helped. Today when he began reeling off this jargon, I sat still, going on with the work in hand. I didn't even look up until he was done, and then I said, 'Felix, I don't really mind if you say those things.' The eyes looking full into mine grew wider, and for the first time I caught a glimpse of the real child, not the mocking, uncanny creature. 'They really have no meaning, those words, and that's why I don't mind it. Do you know what damn means? [You see I write it in full, not being frightened at four small letters.] 'No,' he said, deeply interested. 'Why, it means condemn, and God doesn't condemn anyone; he just loves them forever and ever till they get perfect in love.'

"For a single moment his thought rose to meet my thought, and then he sank back to the old mood. 'You make me tired,' he said, and flung his work across the room, and looked at me defiantly. So here I am with these problematic sucklings of the ecclesiastic and scientific.

"Today Alexina said: 'When I grow up I shall be a millionaire.' 'What does that mean?' I asked. 'Lots of money.' 'What will you do with it?' 'I shall buy me a little stove and truly cook.' Perhaps here lies my cue. Blessed children."

How the heart of Childhood dances

Upon a sunny day:

It has its own romances,

And a wide, wide world have they.

—*L. E. Landon.*

Normal Training Exchange

For Primary Teachers and Kindergartners.

THIS department will appear in each issue of the current volume XI, new series, of the KINDERGARTEN MAGAZINE. It will bring plans, programs, outlines, and accounts of experimental and creative work being done in the typical schools of the country. Contribution for future numbers are offered by Miss Louise Arnold, supervisor of primary grades, Boston; Superintendent S. S. Dutton, of Brookline; Miss Sarah Brooks, of St. Paul.

IDEALS OF SUPERINTENDENT JONES FOR THE CLEVELAND PUBLIC SCHOOLS.

The following paragraphs are taken from the superb report of Superintendent L. H. Jones, as incorporated in the sixty-second annual report of the Board of Education of Cleveland. This report should be in every reference library of pedagogy, and we offer our deepest gratitude to Superintendent Jones for his careful and discriminating survey of the modern pedagogical situation:

Child study under one name or another, and by one method or another, has been carried on ever since there have been children in the world to gladden the hearts of fond parents or to try the hearts of over-burdened teachers. Every good teacher has a fund of such knowledge, however obtained, and every successful manager of children makes good use, unconsciously in many cases, of such knowledge.

A close observation of the actions of children, in school and out, will generally produce a close sympathy with the aspirations, hopes, fears, loves, and hates of childhood, and a deeper longing to be useful to the individual children who are thus better understood. Such study as the earnest, enthusiastic, and sympathetic teacher can make as she daily tries to teach, is the best kind of child study that I have ever known.

The movement now so prominent in this country under the title of child study will doubtless at some time give us a valuable literature upon the child mind. Up to the present time it has produced little but statistics, mostly of a kind which formalizes rather than enriches our knowledge of the child. This whole matter, before it becomes productive in the highest sense, must get into the hands of trained observers; and we who teach must continue to study the children of our own schools for purposes of bettering them rather than for the purpose of making reports upon them. Soon we shall be greatly aided in making our knowledge valuable by the systematized reports of trustworthy observers and thinkers. . . .

When I have heard a teacher conduct a lesson in reading by saying, "Lucy may read," "John may read the next," etc., and when I have heard the children stumble along over words over which they had stumbled the day before, and over which they would in like manner stumble the day following, and have found that the teachers were neglecting to teach those necessary forms in the grades in which those forms ought to be taught, I have feared that such teachers do not know, or at least do not feel, that these elementary steps are necessary in their place and should be methodically taught in their proper times, that these same children may commune with the princes and geniuses of all ages, whenever they shall actually have learned to read; and I have greatly feared that they have never pondered on the real need of this elementary teaching—have never found out how the elements of all fascinating romances of all departments of human life are capable of being brought into the most elementary reading lessons if but the teacher and the children know how to live these gracious activities in school, and in the recitation itself—to the end that the learning to read may seem not a laborious thing because of the joy experienced in part and prophesied in part by every exercise possible in the elementary grade of the district school. No teacher should be allowed to teach the first grade, or any subsequent lesson in reading, who has not himself lived a life so rich and gracious that were it written out for the child it would lead him to read it to the end if it required him to master twenty alphabets to encompass it. A dull teacher, i. e., a teacher who has not lived richly, is an abomination to the schoolroom; and if he cannot learn to live, and then learn to manifest life, he should leave teaching for some line of work more in accordance with his dull and insensitive nature. . . .

The manual training work I regard as among the most important phases of the newer developments in education. This form of instructive work is now quite well established in connection with the public school work of the city. Our facilities in these departments, however, are still very meager. As you are aware the funds for carrying on this work are derived from a special levy, and are far too limited for any adequate treatment of the work throughout the city. We have gone so far in the matter now as to be able to say that a fairly definite line of this work is carried on throughout the grades of the elementary schools, beginning in lessons in color and form in the first grade and ending in shop work for the boys and cooking for the girls in the eighth grade. We are greatly in need of more shops and kitchens for use of the pupils in the upper grammar grades, and I shall be very glad if funds at our command allow the sewing in the fifth and sixth grades to be much extended. As it is now, only a portion of the pupils in any of the grades above the fourth are enabled to take the manual training as fully as is desirable. The movement of this year to erect a new building on Wade Park avenue (on the grounds of the Wade Park School building), adapted entirely to shop work and cooking meets my heartiest approval. So soon as it is possible to secure money enough I advocate the building of similar shops in other places in the city, notably in the extreme southwest, and in the vicinity of the South High School, as well as in the extreme west end of the city. So far as the instruction department is concerned, we are now ready with our course of study, and teachers sufficiently trained for the work, to carry on manual training so that every child in the elementary schools, as he passes successively through the different grades, shall have his share of the manual training work in all the phases in which instruction is now given to any of those children. The Central Manual Training School and the West Manual Training School have both prospered during the year. The courses in these schools when fully developed thoroughly prepare pupils to enter technical schools of the highest grade throughout the country. I can only urge that every facility possible be given them that they may perfect the lines of effort in harmony with present plans. Let me say here that I am in sympathy in arranging courses of study in these manual training high schools for girls in freehand and mechanical drawing, clay modeling, sketching, wood carving and other light work in wood. I am not in favor of con-

ducting these high school departments for sewing or cooking, believing that these subjects, so far as they shall be taught in the common schools, can be sufficiently well taught in the seventh and eighth grades. Knowing your great interest in these departments of manual training work, I can but hope that our facilities can be extended and perfected as rapidly as the funds of the board will permit.

The addition of the Kindergarten Department brought with it much additional work for the primary supervisors. The work of supervision in this department was assigned to Miss Emma C. Davis, whose extended experience in primary supervision and kindergarten work enabled her to establish appropriate relations between the kindergarten and the primary schools. It has, in my judgment, been eminently wise and practical that the supervision at first came under the care of one who was so intimately acquainted with the work of the primary schools. But the work has now grown until it is of sufficient importance to take the time and strength of one supervisor. In view of this necessity the school council has arranged for a separate position of supervisor of kindergartens. To this position I have appointed Miss Virginia Graeff. She comes to us from an extended experience as teacher of kindergartens in Philadelphia and other cities. I have the greatest confidence that she will enter into sympathy with the conditions and methods under which the kindergarten work has been so carefully begun in this city. It is scarcely worth while, it would seem to me, at this late day, to say anything further in defense of the movement toward kindergarten instruction. Not only does this movement harmonize with the best theories of education advocated in this country and elsewhere, but the great advantage to children who come under its influence has been practically established through the actual work of the kindergartens in a very great number of city school systems in this country, and especially through the long trials of those European countries having the best systems of public education. I need to call direct attention to the fact that, favorable as has been our beginning of the work in this city, the number of kindergartens now established and in operation is much too small to meet the necessities of this case. I sincerely hope that the board of education will make an appropriate appeal to the tax commission, or proper authorities, for a larger levy for this purpose, enabling us to enlarge on the work until the number of kindergartens connected with the public schools will be

commensurate with the needs of the children between the ages of three and five. Even under the compulsory law, many children leave the public schools with a relatively meager education, and it seems to me unwise to allow the two important years from three to five to be wasted, or, as is true in many cases, worse than wasted, by thousands of these children every year. It is true that the extension of kindergartens involves an additional expense, always a bugbear in the schools, as in all other departments of public service; but the intelligent citizen comes year by year to understand better and better that the money properly expended in public education saves the city from larger expenditures in other directions by making the children capable of self-government and capable of self-support. I regard these as the two important ends or purposes of public education. Making the child capable and desirous of living in the best possible way in the forms of civilized life, viz., the family, state, church, industrial and civil society, is to make him a self-respecting, self-governing, and helpful component of these same institutions. Questions of this character rarely receive as full consideration from the general public as their actual importance warrants. It is perhaps appropriate, therefore, in a report of this kind, to make a fuller discussion of educational philosophy than might be required were these matters the subject of frequent thought among the people. . .

RECENT CHANGES IN PRIMARY TEACHING.*

If I understand rightly the topic assigned me, you wish a little story of primary school life that you may understand its conditions, and the changes that have come in recent years. As regular as the daily ocean tides do the school sessions come and go, and while one day seems a counterpart of the previous, it is necessary to take a long backward look to make the advance. Memory brings to my mind about twenty years ago a room full of little children, full to overflowing, for there were more little ones than seats. They were to pass through six classes of a half year each to prepare for grammar school. In the first half year they were taught to read from the blackboard, chart, and one primer, the same lesson many times repeated, spelling the words. They learned to write a few simple letters, and words formed from them. They added and subtracted numbers to ten. The oral instruction was on familiar plant and animal life, color and form, with poems to learn. The

*Read before Women in Council, Roxbury, Mass., November 22 1898.

conversations, in simple sentences, included moral lessons. This was the foundation on which they advanced step by step through the five other grades.

Skipping the intervening years, shall we compare the teaching today with that just given? As at first I will describe the entering class. In reading, expression of thought is first. For a first lesson before a table of toys, each chooses one. Children always like to choose, and as a little girl holding hers up says, "I have a doll," the teacher reproduces what she has said on the board. Varied repetitions from different children make the words familiar; at the same time thought is expressed, and the lesson is not mere repetition of words. They are told classic stories, fables, and poems, and come to understand that the object of this learning is to be able by and by to read these themselves. Following this teaching of reading there is the more solid foundation of sounds. Little words are at first sounded in families, as the "at" family, including cat, mat, bat, pat, hat, sat. The next step is to recognize stranger words, combining sounds thus learned. This leads to more difficult ones, and the power is acquired to interpret sentences they have never seen. Spelling is taught by writing, only occasional oral recitations being necessary. All this is unlike the teaching of the past, but if children can acquire the habit of reading and writing without conscious thought of the process of forming the words, will they not have just that much more mental energy for other thinking? First habits are strong, and if they can do this there is no need of unlearning by and by the beginnings. Language teaching is at first talks on nature, the seasons, their homes; on color, form, etc. One little sentence from the talk is copied in writing. Gradually power is gained to tell their own little story on paper. These lessons include the nature teaching, and also the observance of days, as Washington's birthday, Easter, Thanksgiving, and Christmas. Some one has said of woman: "She may be a cipher, but when the child comes God writes a figure before it and gives it value."

Froebel valued children so much as to say we must live with them and learn of them. We must sympathize with their conception of the world and of life. His influence has come to the primary schools for ten years through the kindergartens. The help is not in what is learned there that one can tell of, but in the awakening of the mind to see and think, and to love the beautiful, and in the gentle influences, the implanting of the germs of choice, of right, and of sweetness in daily living.

It was when I thought of the teaching of number that I was led to mention kindergarten, for the number work today begins in the divided cubes and gifts which make real numerical comparisons and combinations. For a time the use of objects is continued in the primary school.

The addition of clay modeling to the drawing program comes, too, from the kindergarten. The youngest child is brought in touch with the beautiful in art, as with the best in literature.

Each day a physician calls, and if there is any reason to suspect contagion, or if a child's sight seems defective, he is ready with authority to suggest what should be done by the parent.

The Ling system of Swedish gymnastics was introduced several years ago, and last year games for physical exercise came in. Many lectures, lessons, and opportunities for self-improvement come to the Boston teachers. The standard of requirements is higher year by year. There is a broader outlook, and more thought is given to the child's after life, and less to the special work which shall prepare for promotion. If it could be that less than fifty-six were taught at the same time by one teacher, great gain would come from individual help. We all strive toward a great ideal.—*Miss Louise Gage.*

RECENT CHANGES IN GRAMMAR SCHOOL TEACHING.*

As practical and commonplace as this subject appears on its face, to the interested and meditative mind are suggested many thoughts worthy of serious study—

Could a man be secure
That his days would endure
As of old for a thousand long years,
What things might he know!
What deeds might he do!
And all without hurry and care.

To do in the length of time allotted for the course under consideration the wisest and most practical work, and yet to supply and to interweave into the practical knowledge a width and delight of perceptions, has been for many years the desire of our true-hearted and patient educators. When we consider the difficulties to be overcome in dealing with the varied natures of hundreds of children from almost as many varieties of homes, we are reminded of Christian in his "Hill Difficulty" experience. After years of toiling and perseverance, when much appears to have been accom-

*Read before Women in Council, Roxbury, Mass.

plished, we find that a thread has been dropped and almost in vain has been the work. Back must we go and try to pick up the strand, without the development of which there seems to be no chance for our future entrance into our celestial city—the ideal grammar school. Within a comparatively few years the students of psychology have endeavored to present to the ordinary mind in the simplest manner possible interesting and natural reasons why our children in the grammar schools should be treated as individuals. How clear to some of our mature minds now is the reason why in those far-away days came such times of discouragement and lack of success. As clear and bright as shine the fine quartz crystals in the setting of rough stone are the memories of the teachers who instinctively, or by intelligent insight, led us in the way our minds could or would follow. The memories of other teachers we readily consign to oblivion, only regretting that they must have been, and imagining the power and brilliancy we might have attained had our pedagogues been all born to the art as well as made. (Here followed an account of the schools fifty years ago.) Some of the later changes in grammar school work have been radical and lasting, but many are experimental, and we are far from the ideal yet. Relating to the study of arithmetic, the superintendent's report for 1894 says: "A radical change in the teaching of arithmetic is necessary, and the recommendation is made that the course in arithmetic be at once enriched and abridged; enriched by a greater number of exercises in simple calculation and in the solution of concrete problems, abridged by omitting entirely those subjects which perplex and exhaust the pupil without affording any really valuable mental discipline. There seems to be no definite record of vast improvement in spelling, but the study is not now a matter of mere memory and repetition, but an intelligent reading as expressive in sounds as the sentence in words.

The study of geography has been widened and illumined so as to be hardly recognizable to the student of twenty-five years ago. Not as studies of dry detail, memorizing of innumerable dates with chronological recapitulation, suggesting no interesting scenes. All had to be prepared for the final written test which decided the mental caliber of the pupil. As the written examinations have become restricted and regulated, and the character conditions made of greater importance than dates and exact localities, the good result of the broader method must be acknowledged.

The study of language and literature, not confined to text-book and reading book, but associated with all that is best in American and English literature, has become an incentive in many a young life for higher aspirations which never would have been aroused under the old formal teaching in the grammar grade.

An arrangement has been made with the officers of the Public Library whereby teachers⁹ have been furnished cards, permitting them to take from the library six books at one time, allowing them to be kept four weeks. Think of the wealth this affords to the pupils who are fortunate enough to have teachers who are lovers of good books! The improvement in the teaching of elementary science has been due to the added interest of individual teachers who had been personally interested to inform themselves on the various subjects included in this study. They have caught the new spirit, and are ennobling the lives around them.

An exaggerated idea prevails in regard to the amount of home study in the grammar schools. The amount required for home study has increased since 1860, when girls were assigned no home lessons, and boys not over an hour daily. But when we consider that school sessions have been shortened, and that much of the home work is very interesting, the demand seems reasonable. One of the greatest changes in the course has been the cooking and sloyd work introduced within a few years. Sewing has been taught for many years, and a simple system of dress-cutting is taught in the highest room for girls.

One of the crying evils today in Boston is the effort made by the teachers to instruct fifty or more pupils at one time. Surely there has been no change for the better in this line. The "average child," for which the system seems to be desired, seems to be an imaginary being, and he being provided for, all others must hasten or slacken their pace to keep in his company—eaglets and chickens, and young ravens all in the same yard to be reared as average poultry.
Mrs. Elizabeth White.

I WONDER how I'd like it,
And I wonder who I'd be,
Supposing I was somebody else,
And somebody else was me!
I wonder, I just wonder,
What boy I'd like to be—
Supposing I didn't like him
When I found that he was me!
—*St. Nicholas.*

SOUTHERN EDUCATIONAL ASSOCIATION IN EIGHTH ANNUAL CONVENTION.

HOW THE KINDERGARTEN SECTION WAS OR- GANIZED AND ADDED DECEMBER, 1898.

What the ideal cherished by the people at large is—that the nation will soon become.—*Edward Carpenter.*

EDUCATIONAL conventions make for righteousness in the degree that they establish higher ideals of education in the minds of the people at large. A great company of school men and women coming together in one place, whether that place be at the head or delta of the Mississippi, cannot fail to stir the school pride and quicken the school ideals of the community as a whole.

The eighth annual convention of the Southern Educational Association, conjointly with the seventh annual gathering of the Louisiana State Teachers Association, brought hundreds of midwinter guests to the hostess city, New Orleans. Santa Claus could have brought no better gift to New Orleans than the living, earnest presence of the representative school folk of the South, and he could grant no better gift to these workers themselves than a Christmas holiday in the inexhaustibly interesting old Creole city. December 28 and 29 were like June days, and the indoor hospitality of the city was as pervading and gracious as the outdoor atmosphere.

We left Chicago on Monday, December 26, after enjoying a crisp sleighride through the World's Fair grounds, which had been again transformed into a wonderful white city by the invisible winter pixies. A comfortable night on the Illinois Central express took us far from snow and ice, and during the afternoon of the 27th we were sighting mistletoe in its native festoons among the swamp forests of lower Mississippi. We entered New Orleans just as the opening prayer and addresses of welcome were being said at the first session of the S. E. A., one of the chief speakers being Dr. Nicholas M. Butler of New York.

The purposes of this publication do not admit space here for an account of the general sessions of this convention, but we mention on another page the papers of great sig-

nificance to both the southern educational movement and our special department.

Wednesday, December 28, 1898, is a red letter day in kindergarten history, the day on which was organized and added a kindergarten department to the great organization known as the Southern Educational Association, which is second only in size of membership to the N. E. A.

THE TOURO SYNAGOGUE

was the place of meeting, and palms, ferns, and flowers were the stage setting. The silver crescent shone out through the green of the decorations, symbolic of the curve of beauty into which the coast line of the old city has been chiseled by the waters of the Mississippi.

Seated upon the platform were Hon. Warren Easton, city superintendent of public schools; Miss Eveline A. Waldo, president of the Kindergarten Department of the convention; Mrs. Kate C. Seaman, chairman of the local committee; Miss Amalie Hofer, editor of the KINDERGARTEN MAGAZINE; Miss Patty Hill, supervisor of the free kindergartens of Louisville; Miss McCulloch, superintendent of the public kindergartens of St. Louis; Miss Carrie Brewer, principal of the New Orleans Central Kindergarten, and Mrs. Evelyn B. Ordway, representing the New Orleans free kindergartens.

THE PRESIDING OFFICER

and inspiring genius of the new organization was Miss Waldo, who is a New Orleans woman by birth and service, but well known to the school folk all over the country, being one of the familiar faces at all the N. E. A. gatherings. The editor of this magazine well remembers the Louisiana headquarters at the various conventions, where hospitality and floral favors are always generously distributed, and where Miss Waldo has done her faithful part on behalf of her home city and state. At Milwaukee, in 1897, an earnest hour was spent in discussing the ways and means necessary to bringing about the organization of a kindergarten department under the Southern Educational Association, and the fulfillment of the same at the Touro Synagogue under Miss Waldo's energetic direction calls for a cheer from the kindergarten fraternity at large. We may well pause and measure how much it may mean to the Froebel cause that the school men and women of the entire South are publicly committed to appreciate and recognize the kindergarten; to compute the opening opportunities made possible to training schools and trained workers; to count its recurring benefits in the

years to come to child-life, both black and white, in the Virginias and Carolinas, in Louisiana, Texas and Georgia, Tennessee and Kentucky, and all the other brave states of the sunny South.

Miss Eveline Waldo is the principal of the Kindergarten Training Department of the New Orleans Normal School, who was appointed by the board of education when the department was opened, and who has carried this work with the zeal and persistent fidelity of a philanthropist. Hers is the self-appointed task of upbuilding the kindergarten system in her native city and state.

Miss Waldo founded the association of St. Margaret's Daughters, an organization of five hundred young Catholic women of New Orleans, similar in nature and purpose to the King's Daughters. Among other good works St. Margaret's Daughters have supported a free night school for boys and girls for five years with increasing success. Miss Waldo is an organizer, and her intensity of manner is only equaled by her generosity of service to her cause.

HON. WARREN EASTON,

as superintendent of the New Orleans city schools, and as chairman of the committee on hotels and accommodations, was indeed host of the convention; and he has the geniality of figure and face sufficient to this high calling. By way of introducing Mr. Easton to the Kindergarten Department Miss Waldo said that it was fitting to have the welcome extended by "one who stood foremost among the educators of the United States; a man who was one among the ten chosen at Washington to represent the United States schools at the Paris Exposition; a man who had ever put his heart in the work of the kindergarten, Hon. Warren Easton, superintendent of the New Orleans public schools."

Mr. Easton's address is printed here in full, and we call the attention of our readers to the noteworthy items, which we have taken the liberty to italicise, believing them to be "signs of the times," so far as the public school extension of our movement is concerned:

Ladies and Gentlemen: As a representative of the public school interests of this city it gives me great pleasure to extend to you a cordial welcome to this queen city of the South. As a worker and believer in the usefulness of the Southern Educational Association, I extend to you my heartiest congratulations upon the organization of this very important department. Our people rejoice in your coming, because we need your assistance in elevating the cause of public education. Not that we have been idle or indifferent to our educational interests, but in this age of advanced science, when the progress of the human race is

greater in ten years than it formerly was in twenty, we know the life-giving influence which comes through personal contact with those whose labor is not for gold or vainglory, but for the little ones who are consigned to our care.

We shall learn from you many new things; we shall be filled with fresh enthusiasm, and I hope we may carry with us into our school work many of the new ideas with which you have inspired us.

Pestalozzi and Froebel are not strangers to the teachers of this great cosmopolitan city of the South. Our teachers have accepted the kindergarten as the foundation of the new education, and *we find it is so recognized by our citizens.*

I believe we have cleared away many of the obstacles that have stood in the way of the growth of the kindergarten, the greatest of which was *the need of properly trained teachers.* We have passed through the experience of all other communities in the establishment and advancement of this work. Sometimes discouraged, but more often encouraged, we have gone on, prompted only by the great desire to elevate humanity to a higher plane of living.

The constitutional convention, which was held here last winter, recognizing the importance of the kindergarten, amended the section relative to the school age so as to *permit any community desiring to establish a public kindergarten, to admit children to said department between the ages of four and six.* This recognition of the kindergarten by the constitution of the state has greatly encouraged its friends in this community.

It gives me great pleasure to be able to say that the *school board in this city is a strong and earnest advocate of the kindergarten.* It has established twelve kindergarten departments, and it *has not opened a new school within the last three years without creating a kindergarten department within said school.* It has further established its loyalty by the organization of a *kindergarten training department in connection with the City Normal School,* which is presided over and ably directed by your worthy president. It has the very distinguished record of being the only school board in this country that has *made an appropriation to pay the expenses of its kindergarten teachers to the national convention of kindergartners.*

Everywhere throughout our city the good people are recognizing the great value of the kindergarten, and are lending a helping hand to establish free kindergartens, into which can be gathered the truly needy.

In many instances these little ones have received the first ray of sunshine which has ever entered their lives. I wish the free kindergarten the greatest of success.

In closing, *let me predict that from this beginning there will develop a movement whose growth will be rapid and whose influence will in a few years be felt throughout the length and breadth of our beautiful southland.*

MRS. KATE C. SEAMAN

was next introduced by the chairman to extend the welcome to all, in the name of the kindergartners of the city, as the pioneer kindergartner of New Orleans, the woman who, as a girl, saw the needs of the times, and went from her own home and studied, and came back to her own people to give them of what she had learned.

The welcome was hearty and cordial, and the guests of the platform felt as if they had been invited into a home

drawing-room. The stanzas with which she closed her address testified to the heartfelt and hospitable intent of all those whom she represented. Mrs. Seaman's paper also included a concise sketch of the beginnings of the kindergarten work in New Orleans, which will no doubt stand as the first chapter in the history of the Southern States Kindergarten Department, which is therefore reprinted here:

This occasion must certainly be regarded as one most important, not only in the history of education in our city, but in the history of the educational growth and development of the entire southland, for today, through the energy and devotion of a New Orleans woman, a kindergarten department will be launched as a special department of the Southern Educational Association, thus giving to the kindergarten cause an impetus and an inspiration which will place it where it should be, not only in New Orleans, but in the entire South; and more—for it brings, as our guests, those who are engaged in the grandest, the most magnificent work that ever called forth the mental and physical energies of man. It is the work of laying the foundation for training and enlightening the human mind; of fitting man as an intelligent being, as a member of society, and as a candidate for an existence as interminable as God himself.

It is, indeed, a fitting thing that St. Louis (recognition of Miss McCulloch) should be with us today, for to St. Louis are we indebted for the inspiration which led to the establishment of the first kindergarten in our city. And to that same inspiration do we owe the establishment of the first free kindergarten in New Orleans by the "Froebel Club"—a band of little children who wished to place within the reach of those less fortunate than themselves the blessings which they enjoyed.

And indirectly to the same source may be traced the first public school kindergarten, which laid the foundation of the present system. This system, through the energy of our city superintendent, himself an earnest advocate of Froebel, aided by a band of devoted and untiring helpers, grows stronger year by year in excellence and importance. . . . We are proud to boast of the many institutions in our midst that are devoting themselves to this work—the private kindergartens, the public school kindergartens, the free kindergartens of the F. K. G. A. I stand today as their representative, not of the private kindergartens, though engaged in that work; nor of the public school kindergartens, though graduated under their thorough system; nor of the F. K. G. A., though a member of their board of directors—not of one nor the other, but of all in one, for their interests are one and identical, and so is that of every individual who, whether he be engaged in teaching or not, has caught the true spirit of Froebel and gives of his time or his substance, or both, to uplift humanity by taking the child in his infancy and leading him by love and kindness, and through game and play and song and story, into all that is noble and desirable in life and character. . . . The people of our city are already aroused to the beauty and the grandeur of this work, and already there are several free kindergartens, under the auspices of the Free Kindergarten Association, that are supported entirely by the generosity of subscribers. The public schools, too, are doing a grand work, and are increasing their number of kindergartens as fast as their means will allow. But there is a demand for more, and there is a cry for more going up from the little ones who are shut out from the children's paradise because there is no room for them.

Shall we not pledge ourselves with the KINDERGARTEN MAGAZINE, to make the kindergarten free to every child?

We are proud to note the strides our city is already taking in this direction. Only last spring, through the devotion to the kindergarten cause of our city superintendent and others, the constitutional convention, then assembled here, made it possible for children under six years to enter our public school kindergartens. Our Free Kindergarten Association admits them at a still earlier age than that even now required by the public schools, and takes in the babies that are excluded by the latter; and in this they are accomplishing a magnificent work, a work that should enlist the heartfelt sympathy and call forth the substantial aid of every citizen of New Orleans.

Miss Mary McCulloch, of St. Louis, was introduced, who, as the first of guest speakers, responded heartily to the welcomes extended by Superintendent Easton and Mrs. Seaman. With her usual felicity she said that:

Not only was there a warm welcome in words, but the skies had poured down a sunshine of welcome. "Why," continued Miss McCulloch, "when I woke up this morning I looked out of my window and felt that spring had come again; I looked at the beautiful green grass and the trees, and the old story came back to me of a little boy. It was spring-time, and all was so fresh and green he rushed from the breakfast table to get out into the beautiful bright sunshine. 'Stop, my dear,' said his mother, 'you must take your breakfast.' 'Oh, no, mamma, I cannot stop,' he cried, 'the whole world is full of dandelions.' And so I feel as I look into your faces that the whole world is full of dandelions; that the flowers express your warm and cordial welcome and the inspiration that must come to us from far and near; the words of encouragement and hope and the ideas that will fructify as we converse together. It is not the new ideas that have brought us together, but the old ideas, strong in power; the desire to meet and solve individual problems; the true, beautiful principles made manifest and taught by the greatest teacher one thousand years ago. From this gathering may we gain fresh inspiration."

Miss McCulloch then gave a spirited and graphic sketch of the life of Froebel and the origin of the kindergarten, rendering the strange and pathetic incidents of his early life luminous by the affectionate appreciation of her voice and words.

Miss McCulloch paid tribute in turn to all those who became apostles and supporters of Froebel; to Baroness von Marenholz-Bülów, who succored the work and enlisted the women of Germany in the first years of the kindergarten. Turning to the United States, Miss McCulloch spoke of the work of one strong, earnest Boston woman, Elizabeth Peabody, whose strength of purpose and devotion to the doctrines of Froebel gave the first impetus to kindergarten work in the United States.

At the mention of Elizabeth Peabody's name the audience of kindergartners justly broke into applause. She reviewed with rapid touches the work of Susan E. Blow in

St. Louis, and of William T. Harris, the pioneer kindergartners of St. Louis twenty-five years ago. "All over the country," she continued, "the effect of their work is felt, and it was their earnest labor that made possible the gathering of kindergarten departments of education today."

"The evidence of the growth of the kindergarten spirit is seen in the fact that two magazines are scattering broadcast the idea of the work in all its branches. Then there are mothers' meetings, mothers' clubs and congresses and assemblies all over the land, in which mothers seek to more thoroughly understand the life and thought of their little children. There is scarcely any large educational gathering today without its kindergarten department."

Miss McCulloch said that the convention was particularly fortunate in having with it the author of "That Last Waif," Mr. Horace Fletcher, formerly a citizen of New Orleans, who was giving of his best to the uplifting of childhood, and whose book, "That Last Waif," was one of the most helpful agencies. "Mr. Fletcher is one of the best friends of the kindergarten, and the convention is proud to see him come this long distance to be present at its deliberations."

"The effect of the kindergarten on the individual is a clearer insight into child character. After attending a mothers' meeting, the eyes of the mother are opened wider, she has a clearer vision and a more defined purpose, and she feels as perhaps never before the great responsibility as well as the great joy that "to her is given to nurture a soul for eternity."

"The effect on the child is a quickening and a brightening of all its faculties, a higher and purer and better life, a softer look in the face and a kinder light in the eye. The training of the kindergarten is internal, and the spirit emanates from within to all without. Goethe taught that the individual stands as a medium between a higher cause and a less. The kindergarten teaches to reach from the better to the poorer classes, and from both to God."

After congratulating the city of New Orleans upon its excellent and efficient kindergarten work, Miss McCulloch closed with the inspiring lines which Browning has put into the song of his child Pippa:

God's in his heaven,
All's well with the world.

The audience expressed its appreciation of Miss McCulloch's eloquent and inspiring extemporaneous address by hearty applause.

Miss Patty Hill, principal of the Louisville Free Kindergarten Association, and one of the authors of the favorite "Song Stories of the Kindergarten," was then introduced and cordially received by the audience. Miss Hill's commanding appearance is an index to the Kentucky generalship which she has displayed in her work, earning the respect of the representative educators in both the South and North.

"The Mental Training in Play," was her subject, which she treated in a careful and comprehensive paper, the main points being substantiated by the statements from specialists in psychology and physiology, in both Germany and this country. Miss Hill carefully analyzed the traditional games of children, taking the audience back into the period of its "shadowy recollections" for illustrations. The paper was a convincing and well-supported plea for the physical as well as the mental development of the child, or rather for the due recognition of how the mental and moral natures may be reinforced through the spontaneous physical exercise. She argued that:

Froebel did not believe that the mind of the child should be trained at the expense of the body. Every muscle ought to be brought into daily action, and in the case of a child, who is allowed to obey the laws of nature by playing as it feels disposed, that is done in the best manner possible. The wise, well-trained kindergarten regards the natural love of play in the child as a means, not an end. God placed it in the child's heart for some good purpose. The old-time education treated play as something to be thwarted and forbidden. In recent years, the modern teacher has used it as a means of connecting the world of the child with the real world, and of making the transition of one to the other easier and more natural.

The program of the new department of the kindergarten was confined to one afternoon session, and was therefore full to overflowing. Miss Waldo's courteous and sincere recognition of all the participants, including the audience, being one of the happy elements in its success. As the last speaker of the opulent afternoon, the editor of the KINDERGARTEN MAGAZINE was moved to ask the goodly company to join in applying the play-spirit so earnestly vouched for by Miss Hill. All standing, with Miss McCulloch and Miss Waldo as leaders, the "Greeting" and "Finger Family" were sung. The speaker then continuing said that the latter song-story was the plainest way we have of telling little children that the social ideal and that the social germ are imbedded in the familiar human family. When asked at a university dinner to state in a few words what characterizes the philosophy of Froebel, the answer was made: The cor-

nerstone of this philosophy is the Christian ideal of society as one great family. The family is the fountain and source of social experience. The function of adults is to replenish and make permanent the social ideals of the children. These statements were illustrated by various incidents from many points of view, in the desire to quicken the social feeling and conscience among active kindergartners. The following item of reminiscence is reprinted from the *New Orleans Picayune* of December 29, 1898:

Miss Hofer made a powerful plea for the establishment of free kindergartens, and closed with a tribute to the work of the kindergartens in New Orleans. She referred to a visit made to New Orleans some fourteen years ago, when she did not understand even the meaning of kindergarten, nor had she ever heard of Froebel or Pestalozzi, "and it was not to my credit, either," said Miss Hofer. "I passed through this old city, writing sketches here and there, as a newspaper woman. I shall never forget the feelings that filled my heart as I passed by the statue of Margaret, in front of the great asylum in Camp street. This statue of a woman way down here, in this southern city—this only statue, then, of a woman in the United States—struck me strangely, and I asked, 'What is the meaning of this monument?' And then they told me the story of Margaret, the bakery woman, who so loved the little children of the poor; Margaret who gave all her hard earnings for the betterment of their condition. I remember that the story moved me so that I wrote it up and sent it off to my paper. Some years afterward, when I went to Chicago and began to study up the kindergarten work, I often thought of this statue to Margaret, way down here in New Orleans, and as the spirit of love for little children grew, I said to myself, this is what the women of New Orleans meant to testify to when they built that monument to the humble baker woman. Oh, yes; our social ideal should be not to get into society, for often there is nothing but the name, but to make the best citizens out of every member of society."

Miss Waldo then called for the report of the nominating committee, and Miss Hardy, chairman, submitted the following nominations, which were unanimously indorsed by the convention:

Miss M. McCulloch, of St. Louis, president of the Kindergarten Department of the Educational Convention for the ensuing year.

Miss Burton, assistant superintendent of the Louisville Free Kindergartens, vice-president.

Miss Neffler, kindergartner of the Jewish Orphan Home of New Orleans, secretary.

On motion of Mr. Easton, the nominees were unanimously elected.

Miss McCulloch, while thanking the convention, said that she believed that a southern woman should be chosen for the position of president, and asked that the nomination be reconsidered. But the convention cried nay, that St.

Louis was a southern city, and laughingly Miss McCulloch accepted the position, saying that when she went back to St. Louis she would tell them that Missouri had been made a southern state.

Mrs. Reuben Bush, president of the Free Kindergarten Association, received the kindergartners and friends at home immediately at the close of the afternoon session, which proved to be a social benediction upon the large company, gathered from many states and stations, including philanthropist, educator, journalist, author, musician, mother, club-woman, citizen, all in the name of kindergarten. Among the other many social delights of the week were the reception by the Woman's Club in honor of Mrs. Rebecca Lowe, of Atlanta; the tea under the old oaks in Audubon Park, by the local Woman's Council; a breakfast at inimitable Begues, by the officers of the Woman's Club; the delightful visit to Toulane University with Dr. Ficklen as guide; and the never-to-be-forgotten theater party of kindergartners who witnessed Sol Smith Russell in the "Hon. John Grigsby," and enjoyed the privilege of a visit behind the scenes at the close. The "leading lady" had been one of Miss McCulloch's kindergarten children in St. Louis, which only added to the interest of the occasion.

And so, you see, our kindergarten movement is adding to itself years and ever widening circles; and as the years lengthen the circles will widen, until we find ourself in one infinite kindergarten circle of rejoicing and good will. Our heartiest congratulations to Miss Waldo and to all her local supporters upon the timely organization of a kindergarten department under the S. E. A. You will be in good working order when you see the old year out, and the end of the century, at your next meeting in 1899. May the influence of your department be like unto that of the Gulf Stream throughout the educational work of the South.

"Kindergarten Stories and Morning Talks," by Sara Wiltse, price 75c., free to every new subscriber to the Kindergarten Magazine sending her name and \$2.00 before March 1, 1899.

TOPICAL OUTLINES FOR MONTHLY MOTHERS' MEETINGS.*

MARY LOUISA BUTLER.

SUBJECT VI—PATRIOTISM IN THE HOME.

Topics.

1. Of what value in the home is a definite knowledge of the government of our country? *"If thou the truth wouldst teach thou must be true thyself."*
2. How will this develop a feeling of patriotism in the family life?
3. Best means for promoting study of this subject?
4. What duty have mothers in placing before their children facts relative to both local and general government?
5. Order in which such facts might be studied. Government in the (*a*) home, (*b*) school, (*c*) church, (*d*) village, (*e*) city, (*f*) township, (*g*) county, (*h*) state, (*i*) United States.
6. Value of remembering in the home the birthdays of rulers, statesmen, orators and writers who have been prominent in promoting the welfare of our country. This can be done in a very simple way by use of portraits, recitations, readings, songs, etc.
7. How can mothers coöperate with teachers in training Christian patriots?
8. What relation does plain, well cooked, nourishing food bear to patriotism?
9. What relation should the Bible and family prayers in the home sustain to the building of a nation?

Important Points.

The home is, or should be, the nursery of patriotism. Webster defines a patriot as one who loves his country and zealously supports its authority and interest. No one can truly love that of which he has no knowledge, so in order

*Miss Mary Louisa Butler served as organizing secretary of the First National Congress of Mothers; is also broadly known as a Sunday-school worker and writer, as well as author of that useful "Handbook for Mothers." She has spent many years in Child-Study and Mother-Study, and from her broad experience will bring to this work the helps that seem best fitted to meet practical needs. Any of the books referred to in above outlines furnished on application by Kindergarten Literature Company. These outlines in leaflet form 30 cents per hundred, assorted if desired. Subjects now ready as follows: "Children's Companions;" "The Bible in the Home;" "Other People's Children;" Pictures, and How to Utilize Them."

"I call upon you, mothers, as your children climb upon your knees, teach them the blessings of liberty. Swear them at the altar, as with baptismal vows, to be true to their country and never forget nor forsake her." that children may be led to love their country and support its government the first step is to guide them into an intelligent acquaintance with its government and rulers.

"That which contributes most to preserve the state is to educate children with reference to the state; for the most useful laws, and those most approved by every statesman, will be of no service if the citizens are not accustomed to, and brought up in, the principles of the Constitution."

In any country no class of people is more to be feared than the ignorant. History, past and present, clearly shows that ignorance is the parent of vice, disorder, and lawlessness.

Patriotism is presented for discussion this month with the hope of impressing mothers with their special responsibility of making their homes intelligent centers of matter relating to the interests of state and nation. In the home mothers, if they will, can wield a tenfold greater power in reforming politics than by personal attendance at the polls.

The child gains its first ideas of government in the home, and here are sown the seeds of good or bad citizenship. When the children of our land, both native and foreign born, know our Constitution; realize that our national laws have for their foundation divine laws; that only through obedience to law the greatest freedom is gained; that rulers who enforce laws are friends, not enemies, the sooner will ideal life be attained, and real, true, loyal patriotism found in every home.

References.

"The American Citizen," Dole.

"Blessed is the nation whose God is the Lord."—*Ps. 33: 12.* "Facts I Ought to Know about the Government of my Country," Bartlett.

These two books are inexpensive, and should belong to the library of every mother's club, and so far as possible be in every home.

Always remember "The Young Citizen's Reader," Dole, designed especially for children, will be issued in April by D. C. Heath & Co.

"Old Glory." Examination of the MS. copy causes regret that it is not ready for the market now; but, mothers, place it on your list as one of the books that must be in your home. It is small and inexpensive.

MOTHER-PLAY BOOK STUDY QUESTIONS.*

FOURTH SERIES. V.

SUSAN E. BLOW.

Lesson of The Knights and The Good Child.

(See page 239, in "Mottoes and Commentaries.")

2501. What presentiment does Froebel declare in this motto to be hidden in the soul of the child?

2502. Of what supreme truth of spirit is this presentiment a witness?

2503. Could any individual define ideals of good and evil apart from a social environment?

2504. What, therefore, is the child really doing when he begins to listen eagerly to what others say of him?

2505. May we say that he is really trying to discover both what he is and what he ought to be?

2506. What new duty devolves upon the mother in consequence of the child's arrival at this new stage of development?

2507. What does Froebel say in the Commentary with regard to the difference between the plane of development now attained and those which have preceded it?

2508. What is the object of the play of The Knights?

2509. Do you approve of the idea of getting the child to choose the good by the suggestion that goodness is what the true knight values?

2510. Will not the child really value what is valued by those around him?

2511. If the influence of our social environment were always for good, what effect do you think would be produced upon the characters of growing individuals?

2512. Is one great reason of individual defect to be found in the fact that the moral standards of social environment are not clear, steadfast, and inviolable?

*Began in issue of KINDERGARTEN MAGAZINE, September, 1895, Vol. VIII. Back series can be furnished to a limited number of applicants only. Correspond for rates.

2513. Since this is true do we need some form of presenting ideal standards so that they may allure the imagination, and in a measure counteract the influence of social defect?

2514. Why does the knight seem especially adapted for this purpose?

2515. Are we not in mature life constantly appealing from an average to an ideal standard?

2516. Do not the Chinese appeal in this way to Confucius, the Buddhists to Siddartha, the Mohammedans to Mahomet, we ourselves to Christ?

2517. Are we not, therefore, always doing just what Froebel does through his "Songs of the Knights"?

2518. What great discrimination does Froebel tell us in his fifth paragraph that the child has now made?

2519. Since his power of discrimination is feeble, to what danger is he exposed?

2520. How do we heighten this danger?

2521. Will you give as many illustrations as possible from your own experience of the evil effects of praising a potentiality as if it were already a reality?

2522. What second mistake does Froebel indicate in his sixth paragraph?

2523. What does Froebel say are the cardinal points of the moral life?

2524. Do we often make mistakes in the motives we impute to children? What is the ground of these mistakes?

2525. Did Froebel suffer from those who imputed to him false motives?

2526. Will you relate his experiences as given in his autobiography?

2527. Will you state some lessons evidently deduced from these experiences and given in the "Education of Man"?

2528. How do we infer motives?

2529. Is it because we infer motives in this way that we attribute to children sometimes a degree of moral struggle not possible upon their level of development?

2530. Is it for the same reason that we sometimes imagine children worse than they are?

2531. Is the child more affected by recognition given to himself, or by recognition accorded to others?

2532. Why is the influence likely to be purer in the latter case?

2533. What is the ideal of goodness given in the poem which concludes this commentary.

2534. In what songs of the Mother Play have the different aspects of this ideal been illustrated?

2535. What Biblical narrative illustrates the crisis of which the Song of The Knights refers?

2536. What do you understand to be the essential meaning of this narrative?

CHILD AND TRAMP.

IT'S not so nice here as it looks,
With china that keeps breaking so,
And five of Mr. Tennyson's books
Too fine to look in,—is it though?
If you just had to sit here (well!)
In satin chairs too blue to touch,
And look at flowers too sweet to smell
In vases—would you like it much?
If you see any flowers, they grow,
And you can find them in the sun;—
These are the ones we buy, you know,
In winter, when there are none.
Then you can sit on rocks, you see,
And walk about in water, too,
Because you have no shoes—dear me!
How many things they let you do!
Then you can sleep out in the shade
All day, I guess, and all night, too,
Because, you know, you're not afraid
Of other fellows just like you.
You have no house like this, you know,
Where mamma's cross and ladies call;
You have the world to live in, though,
And that's the prettiest of all.

Mrs. Hyatt, London.

CURRENT REPORTS AND PROGRESS INDICATIONS OF THE KINDERGARTEN MOVEMENT*

Are you a member of the International Kindergarten Union?

If not, why not?

Are you planning to attend the annual meeting to be held March 2, 3 and 4 at Cincinnati?

Can you afford to miss the fine program arranged for this meeting?

Are you interested to meet personally and know the leaders of your own profession?

Opportunity for so doing will be afforded at the March I. K. U. meeting.

The place for holding the same is changed each year in order that local workers may have the direct benefit of the inspiration of the meeting.

Address Miss Annie Laws, chairman local committee, 818 Dayton St., Cincinnati, for rates, accommodations and program.

Chicago Kindergartners, consult editor "Kindergarten Magazine" for special rates and the day of Chicago excursion to Cincinnati, via Dayton, Ohio. A special party is being made up to visit en route the National Cash Register Company kindergarten and works. Early application is necessary.

International Kindergarten Union, Sixth Annual Meeting, Cincinnati, March 2, 3 and 4.—The Kindergarten Association of Cincinnati has been strengthened by the coöperation of a local executive committee, and it is evident that the annual meeting of the union, to be held March 2, 3 and 4, will be an occasion of much pleasure and profit. It is to be regretted that some speakers we had hoped to hear are prevented from attending by illness or private engagements, but the vacancies in the program have been filled by able men and women who will maintain the desired standard of excellence. The program, as completed to date, is as follows:

Thursday Morning—Reports, roll-call, and preliminary business.

Thursday Afternoon—Mothers' session. 1. "From Play to Earnest," Miss Emilie Poulsson, editor *Kindergarten Review*. 2. "Mothers' Classes," Miss Harriet Niel, Washington, D. C. 3. "The Kindergarten and the Mother," Mrs. Cornelia James, Cincinnati.

*Reports of kindergarten training schools, clubs, and associations, in short, whatever is of historic interest to the kindergarten profession is welcomed to this volunteer department, subject to the discretion of the editor.

Thursday Evening—Addresses of welcome from citizens of Cincinnati. Address: "The Leaven of the Kindergarten," Mr. S. T. Dutton, superintendent of schools, Brookline, Mass. Address: "The Origin of the Kindergarten," Mrs. Caroline M. C. Hart, Baltimore, Md.

Friday Morning—Conference of training teachers under the leadership of Mrs. A. H. Putnam, Chicago.

Friday Afternoon—Kindergarten games, under the charge, it is hoped, of Miss Mary McCulloch of St. Louis, and Mrs. M. B. Langzettell of New York City. Greetings: Miss Lucy H. Symonds, Boston; Miss Anna W. Williams, Philadelphia; Miss Fanniebelle Curtis, Miss Alice E. Fitts, Brooklyn, and others.

Friday Evening—Address: "Art in the Kindergarten," Mr. Henry T. Bailey, State Board of Education, Massachusetts. Address: "Froebel and Modern Psychology," Miss Bertha Payne, Chicago.

Saturday Morning—Business. Report of committee on gifts and occupations, Miss Minnie Glidden, chairman.

Mrs. Rebecca D. Lowe, president of the Federation of Women's Clubs, will make an informal address if she can arrange to attend the meeting, and it is hoped that other distinguished friends of the kindergarten will respond to the invitations to be present.

A reduction of railroad fares on the certificate plan has been granted by all lines belonging to the Central, the New England, the Southeastern and the Trunk Line associations, by which all who pay one full fare going to the meeting will be returned at one-third the rate, provided certificates are procured at the starting point and are duly countersigned and viscéd at Cincinnati. The going tickets must be purchased not more than three days prior to the date of the opening of the meeting, and the return tickets will be limited to three days after the adjournment. The special agent of the railways will be in attendance March 3 to viscé certificates.

Delegates and others desiring to avail themselves of this reduction will do well to make personal inquiries, regarding the conditions, from their local railway agents.

The Grand Hotel, directly opposite the Central Union depot, has been designated as headquarters, and a representative of the local committee may be found there, who will give needed information to those attending the meeting.

Another bureau of information will be found at the meeting place, Scottish Rite Cathedral, where all should register and deposit certificates as soon as possible after arrival.

Delegates and visitors will be given reduced rates at the principal hotels, and private boarding houses near the meeting place can also be procured.

For information in regard to boarding accommodations application should be made before February 25 to Mrs. Charles Kellogg, Avondale, Cincinnati, Ohio.

A circular letter will be sent to the branchies early in February with later information in regard to delegates, program, boarding places, etc.

Each branch is urged to send its full quota of delegates, according to Article V., Section 3 of the Constitution.

January 9, 1899.

109 W. Fifty-fourth St., New York City.

CAROLINE T. HAVEN,

Cor. Sec. and Treas.

The National Congress of Mothers will hold its third annual meeting in Washington in February, from the 14th to the 17th inclusive. The meetings of the congress will be held in the First Baptist Church, Sixteenth and O streets (where the first congress was held), and the head-

quarters for delegates and visitors will be "The Cairo," which is within two blocks of the church. Reduced rates will be given on all railroads and also at the hotel. The congress will open on Tuesday, February 14, with an address of welcome from Mrs. Theodore W. Birney, president, and also from President Whitman, of Columbian University. Mr. Horace Fletcher, author of "That Last Waif," will respond to the address of the president. Response will also be made by Dr. Mary Green, president of the Household Economic Association. There will be reports from delegates which will give an idea of the wide and extended scope of the organization, although so recently formed. Mr. Lawrence Hunt, former president of the George Junior Republic, is expected to speak on "The Duty of the State in Training Children for Citizenship," and there will be a discussion of the subject, which will be open to all.

Tuesday evening the president and officers of the congress will hold a reception in the spacious parlor of "The Cairo." Wednesday morning will be devoted to business, when officers and committees will report the work of the year. Wednesday, at 2:30, "Parental Duty in Education" will be the subject of an address by Mrs. Joseph P. Mumford, honorary vice-president of the congress, and a prominent member of the Philadelphia board of education. An open discussion of her paper will follow, in which Prof. Wm. B. Powell, superintendent of schools in Washington, and Miss Edith Westcott, principal of the Western High School of Washington, will take part. Dr. G. Stanley Hall, of Worcester, Mass., will give an address Wednesday evening on "Adolescence." Thursday afternoon Dr. L. Emmett Holt, of New York, will speak on "The Physical Care of Children." "Environment vs. Heredity" will be presented by Rev. Hastings H. Hart, superintendent of the Illinois Children's Home and Aid Society. "The Supreme Peril of Modern Civilization" will be the subject of a lecture by Dr. Josiah Strong, president of the League for Social Service, New York, on Thursday evening, and he will be followed by Dr. Wm. H. Tolman, secretary of the League for Social Service, New York, who will give an illustrated lecture on "Industry Idealized; or, Studies in a Labor Institute." Friday morning will be devoted to a lecture by Miss Wheelock, of the Boston Training School for Kindergarten, on "Froebel's Text-book for Mothers," which will also be discussed by others prominent in kindergarten work. Friday p. m., "Civics in Education" will be the subject of an address by Mrs. Thomas Kirkbride, of the Civic Club of Philadelphia; and Mrs. Herman H. Birney, a devoted leader in University Extension work, will speak on "Literature for Children." "Religious Training of Children" will be treated by Rev. Dr. Wood, of Philadelphia. Prof. Mary Roberts Smith, of Leland Stanford University, will give an address Friday evening, taking for her subject "Does the Curriculum of Schools and Colleges Fit Young Men and Women for the Duties of Life?"

Any club or department of another organization, pursuing lines of work germane to the object of the National Congress of Mothers, and such other organizations as have been approved by the executive committee, shall each be entitled to send one delegate to the annual convention of the National Congress upon the payment of an annual due of five dollars.

The office of the congress is Washington Loan and Trust Building, Washington, D. C. Those desiring further information regarding the congress can obtain it by inclosing a two-cent stamp for the Official Souvenir Program, which will be ready by the middle of January, and will contain valuable information for those desiring to attend.

"Morning Circle Invitation" and other contributions from Jean M. Hannah, Los Angeles, Cal. "The two inclosed bits are useful in my work, and may be in some other school. 'The Invitation' I sing to one of the songs in Mrs. Wiggins' 'Chimes,' the first, or third by adapting the third to a little change in music. The second I sing to a tune from 'Song Echoes,'—'Leaves are Falling.' Some may think it not merry enough, but it is very sweet music, and we enjoy it."

I.

MORNING CIRCLE INVITATION.

Come, dear flowers,* oh come and join our ring;
Come, dear flowers, oh come and join our ring.
In our circle round and true
We will make a place for you.
Come, come, come; oh come and join our ring.

II.

Welcome, dear wanderers, where have you been?
Show, little wanderers, what have you seen.
We will think quietly here on the ring,
If we guess rightly we'll clap while we sing
Tra-la-la, tra-la-la, tra-la-la-la.

"This little story was told by one of the mothers at a recent meeting, and I send it, believing that you value these little 'innings' as much as we do in our talks with interested mothers at our meetings:

"'Oh mamma, mamma! have you some wheat seed?' cried my excited little Annie, running into my room. 'No, my dear, I have not.' 'Will you buy me some?' 'No, I cannot spare money for seed; what do you want it for?'

"She did not answer, but her lip quivered and she seemed so disappointed. Presently her face brightened, and she asked: 'Does a feed-store man sell wheat?' 'Yes, I suppose he does.' 'Do you think our feed-store man would give me some?' 'You may try, if you do not ask for too much.'

"Soon I saw her in the yard with an old starch box. First she put in a layer of stones, then earth, and lastly her precious seeds. Every day she was careful to give them a drink before the sun should be upon the box, and all her spare moments she watched and waited with expectant excitement. I waited too, and wondered, but she would explain nothing.

"One morning she called: 'Oh, mamma, come and see; they are all out, the little people. It's true! it's true! My teacher said if we planted the little seed houses and little bulb houses, and gave them sun and water, the little people inside would wake up and come out, and the little white feet would go deep in the ground to make the little plant strong. It's every word true!'"

Two Kindergarten Christmas Fetes.—One of the most delightful features of the kindergarten is the opportunity for individuality and originality in celebrating the feasts and holidays of the school year. Two Christmas festivals which I had the opportunity of attending in New York were so different in outward aspect, but so happily alike in heart, that they may prove interesting to the magazine readers. I entered the Judson Memorial Kindergarten to find half of the large room cut off by the large rolling screens which divide it. Only the mothers and other guests were visible, seated comfortably on each side of a circle of little empty chairs, while from a distance the murmur of children's voices was audible. We were told that the morning's program

* Balls, bird, doll, baby, etc., may be substituted.

was entirely the result of some weeks of play on the part of the children, and made more tangible at their suggestion. At last the screens were raised, and there at one side stood a good sized snow-white house, with two Christmas trees in front, decorated with light green and white chains. Silence reigned, and when a friend of the kindergartners began to sing of happy snowflakes, out from the house trooped radiant faced children, wearing crêpe paper snowflakes on their heads and shoulders, while they danced and fluttered about with delightful unconsciousness, at last scattering to their chairs on the circle. Then came many snow songs, and "Jack Frost is a roguish little fellow," while his representative trotted joyfully about the circle. This was followed by "Once a little baby lay," and Luke 1: 8-12 recited by kindergartners and children in unison. Then we were invited to inspect the wonderful house which was lighted by electricity, and on the walls were hung the most acceptable of all presents to a mother—a photograph of every child prettily framed by the little original. The kodaks were taken in Washington Square by one of the assistants, many of them having the beautiful arch for a background and making really charming pictures. Soon farewell was said, and the little community parted for the holidays.

A few blocks west in St. Luke's Chapel, Hudson street, the children had spent the time after Thanksgiving playing and walking about messages and promises, and they assembled a few days before Christmas to give their mothers and fathers love messages from off the Christmas tree. When parents and friends had arrived a quick, short march worked off a little superfluous energy before the children brought their chairs to the circle. After a few favorite songs the kindergartner told in her own words the Christmas story, beginning with the "Message of an Angel" and ending with the fulfillment of the promise when the shepherds and wise men journeyed to see and love the child Jesus. She paused occasionally and the children eagerly carried the story on, showing how well they knew it. Then each group of children came with their teacher to the tree to receive the presents they had made for their parents, and a Murillo Madonna as their own surprise and keepsake. There were in the room two good sized wooden boxes ready for the expressman, packed by the children with their own offerings of food, clothes, and toys, so that two very poor families should not be without a Christmas message carrying love.

From New York.—The December meeting of the Kraus Alumni Kindergarten Association was held the 17th inst. Mrs. Maria Kraus-Boelte was the speaker for the day, and her address was a true Christmas message of love and good tidings. In opening, Mrs. Kraus referred to the origin of the association, which had been founded in a thought of Dresterweg, that "by continuing the aims of those whom death has called from us, the influence and blessing of their activity remains to those coming after them," it having been the desire of the Kraus graduates to perpetuate, and permanently establish an institution in memory of Prof. John Kraus, teacher and friend. Continuing, Mrs. Kraus said: "The most powerful ally for our cause is maternal love, with which every true woman is endowed. What is needed is a *thinking* love, and the first requisite is a *modified* love. Love should act strongly and should ever be seasoned with 'thought,' and be joined to the nature of the duties before us with a 'calm' reflection. Artificial discussions should be discarded lest *motherly love* be lost in the maze of philosophical investigation. The simple and elevating idea should never be forgotten, that children are born for eternity, and confided expressly to women's care, in order to educate them for being children of God. In regard to the

direction of the expanding faculties, the greatest attention should be given to the heart, i. e., to the growth and regulation of the affections, for this has the most important bearing on the future welfare of the child. In order to improve the child's powers his spirit of activity must be enlivened, experience of daily life assisting in this. Mere executive talent, or mental capacity, or good nature, are endowments' inferior to the conditions of human happiness. All we do or think must be regulated by accuracy of ideas, by elevated universal perceptions, and should be controlled by, and founded on, the noblest sentiments of the heart and a firm and steady will; all working for an end worthy of ourselves and helpful to humanity. In order to have success crown the effort all the powers must combine. These are within the child, and it remains woman's province to assist in calling them forth. Nothing is trifling that forms part of a child's life. The little hearts must not be starved for want of sympathy. The knowledge that each real mental disease originates in a disturbance of the bodily organization is an inducement to pay greater attention to physical education, and to investigate to what extent physical conditions have an influence on the mind. We should also strive to understand wherein consists the mental and moral value of the bodily exercises as carried out in the kindergarten games, for only then can we arrange them according to the aim of education, which is mental and moral. The mind is helped and developed by self-activity. It is the effort in all that is attempted which is of far greater importance than the result. Discipline should not be perceptible, but only felt."—*C. H. P.*

The Philadelphia Branch of the International Kindergarten Union met on Tuesday, December 6, 1898, at the Girls' Normal School. The platform of the lecture-room was beautifully decorated with spruce, hemlock and holly; the program also was suggestive of the holidays. Mr. and Mrs. Van Haagen, who were assisted by Miss R. L. Van Haagen, very kindly provided the musical part of the entertainment. The only paper read was "The Legends of Christmas," by Miss Helen Grice. She traced back to their original sources such customs as the burning of the yule log, the using of evergreens as decorations, the trimming of the Christmas tree, and the hanging of the stockings. In regard to the last, she said: "The custom of hanging up stockings to receive the gifts on Christmas Eve came from St. Nicholas, a bishop of Myra, in Asia Minor, who lived in the fourth century. The story goes: There was a nobleman who had been reduced to poverty and was unable to provide his daughters with marriage portions. He was about to turn them out to earn their own living as best they could. St. Nicholas heard of this case and went to the house after dark on Christmas Eve, bearing with him a purse of gold. He was puzzled as to the best method of conveying the gift to its recipient without being known. Looking through the window he saw that the old man had taken off his cloth stockings and hung them up by the fire to dry. After all was quiet, St. Nicholas descended the old-fashioned wide chimney and threw the purse of gold with such precision of aim that it fell into the old man's stocking. On Christmas morning he arose, found the money, and with it provided his eldest daughter with her marriage portion. Meeting with such success, he tried with the second and third, and similar presents followed for them." At the close of the meeting Miss Williams, the president, announced that in April Miss Blow will give a course of lectures before our society.—*Zella Nicholson Parker, Cor. Sec'y.*

From Alaska.—Mrs. Walter Church writes from Skagway, Alaska: "Sure there never was a field where work was so sadly needed as here,

nor where it would yield greater results. If I could give you a picture of this dreary little town, only one year old, with all the conditions and makeshifts which that implies—and yet in the midst of such grandeur of scenery and with such promise for its future! The little ones here surely need the beauty and brightness of Froebel's divine teaching as they never needed it in other homes. The days are very long and dreary, and at this season of the year the sun only shines for about twenty minutes each day. The children come from homes with no attempt at beauty or artistic surroundings, and there is no public place in the town where even a glimpse of such beauty may be given them. Nature here has none of her tender, gentler grace. Mr. Kelly, the assistant superintendent of schools in Alaska, tells me that there is not a kindergarten in the whole territory, and that the government will not support one. It is only within the past month that Skagway had any aid from the government in her school work, but now has \$100 a month. The young teacher has about sixty pupils of all ages and grades, and a schoolroom is yet to be fitted up, as the school holds its sessions in the little Union church. One hundred and five children were at the Union Sunday-school today, and there are over two hundred in the town who should be in school. Can you not help us in some way? Cannot some of the wealth which is being spent with such lavish hand for kindergartens be turned to the very best account here in this Far North Land? This is a cry from Macedonia, as pathetic and earnest as ever called to willing hearts, and the problem must be solved in some such way, for Alaska has no representative—no vote—consequently 'no one cares.' My husband is chairman of the school board here, and Mr. Harris has been most kind in his prompt response to a plea for aid for the public schools, but the means are limited, and for kindergartens he can do nothing. I will not apologize for this letter, for the subject is a serious one."

A Visit to Frau Froebel.—In reporting the biennial meeting of the German Froebel Union, Fraulein Heerwart thus describes the visit to Frau Froebel at Hamburg: "On Saturday we visited the kindergarten and exhibitions of students' work in the Froebel-haus, and then a deputation waited upon Froebel's widow, now eighty-three years old, whom we found well looking and well cared for in the beautiful home of Fraulein Alfeis. She was very pleased to receive us and to show many keepsakes of Froebel, presents of work from America, and the album from the English kindergarten teachers which she received in 1882, on the occasion of Froebel's one hundredth birthday. Some readers of these lines may remember having contributed to the album. Present also were Fraulein Thekla Friedrich, of Kiel, and Mrs. Milinowsky, of Hannover. It was quite a solemn half hour when Frau Froebel entered the saloon and Professor Pappenheim addressed a few words to her, and when we all sat round her, each expressing some appropriate remarks. We all left with the feeling of satisfaction that we had paid a tribute of veneration to the widow who cherished Froebel's memory by working in his cause until age obliged her to retire to a home where she is treated with loving respect. A beautiful morning on the second of October saw us all on board a steamer which took us up and down the harbor and down the River Elbe as far as Blankenese; this was much enjoyed by all and it gave opportunities for nearer acquaintances and conversation. The evening saw us united at a festival dinner where speeches were made; the chorus of the Union song: 'Come let us live for our Children,' was sung by about sixty girls of the Froebel-haus and the solo by an accomplished singer. At the close everyone joined in playing games; even some ladies who learned them of Froebel fifty years ago were among the performers."

Sheboygan, Wis., has had the kindergarten system within its borders since 1886, and with the growth of the city the number and size of the kindergartens have increased till they now number six, one for each ward, and a prospective one in the future when a new ward building is completed. Much help and insight was obtained from the study of such books as "First Three Years of Childhood," "A Study of Child Nature," "Symbolic Education," "Education of Man," and "The Mother Play." Last year it was found advisable by the school board to provide thorough kindergarten training to the assistants who enter the work here after graduating from the high school. A course of study was arranged which comprises a two years' course, as follows:

Course A—Thorough study of "Roark's Psychology," and Hughes' "Froebel's Educational Laws," in connection with "Education of Man," "Theory and Practice of the Gifts," study of songs, stories, games, and physical culture.

Course B—Thorough study of the "Mother Play" in connection with "Symbolic Education," careful reading of a standard work on the history of pedagogy, theory and practice of the occupations, study of songs, games, stories, and physical culture. Thoroughness is the especial aim and rigid theoretical examinations are given at the close of each course. Course "B" is the one followed this year by a class of twenty-three, five of whom are cadets doing practice work in the kindergartens.

On December 1 and 2 we had the privilege of listening to Mrs. L. W. Treat, who gave several most interesting talks on story telling and the continuity of the year's program.—*Mrs. E. Strickland, Supervisor of Kindergarten Work.*

Duluth, Minn.—The beautiful Christmas thought of "loving and giving" could hardly have been expressed in a more satisfying and practical manner than it was in the Duluth public school kindergartens during the recent Christmas time. The whole number of nine hundred children expressed their sympathy for one little fellow who attended the Garfield Avenue Kindergarten, and who had the misfortune to have both feet cut off by the train. He was one of many in a crowded home, and without being able to move about by himself seemed destined to lead a very quiet and monotonous life, receiving only scant attention, and with very little to interest and amuse him. The kindergartners determined to assist the child in some practical way, and if possible buy a wheel chair for his use. It was decided to interest the children in the cause and collect the amount necessary for the purpose. The child was talked of in the kindergartens, and children brought their pennies, the contributions coming in, a few each day, until at the end of three weeks, and the close of the Christmas week, the contributions were brought together, and much to the surprise of the kindergartners it was found that the sum of \$23.75 had been collected. The price of the chair was \$20. With the remaining sum a warm blanket was purchased for the child's use. The chair is so arranged as to recline if necessary, and form a very comfortable bed, while it is easily propelled, and is large enough to accommodate a grown person. The parents of the child expressed great appreciation for the interest and love shown toward their little boy, and the Christmas atmosphere in the kindergartens was all the more beautiful and inspiring because of this practical application of the motto, "loving and giving."—*E. M. B.*

THE sixth and seventh annual reports of the Eastern Kindergarten Association is recently received, bringing the formal record of the work

of this organization. The report of the corresponding secretary, Miss Lelia A. Flogg, brought several items of refreshing encouragement. Of the reports of the free kindergartens of Providence Miss Flogg writes:

"From these reports we are led to see that the spirit of Froebel's teachings is followed more closely than ever, although the letter may be somewhat changed. Does he not tell us that 'The destiny of nations lies more in the hands of women, the mothers, than in the possessors of power?' From these reports we see that mothers are becoming interested to a greater extent than ever, and that mothers' meetings are bringing about better results in the kindergartens and homes. One kindergartner writes, 'To see the hardened, saddened faces relax, is a great reward for any trouble we may be put to.' The kindergarten may bring much to the working women to brighten their lives, and help in the care of the children, and mothers of intelligence and refinement may bring much to the kindergarten. A kindergartner reports that mothers have contributed music, read selections appropriate to the subject of child study, poems of childhood, etc., at the meetings, and a mother who possesses rare skill as an artist, depicts Santa Claus and other interesting subjects on the kindergarten blackboard for the pleasure of a large number of children, who send thanks and tokens of appreciation in return. By interchange of thought and work between mothers and teachers the best results are realized. If 'the hand that rocks the cradle is the hand that rules the world,' kindergartners cannot grasp too closely that hand, for the aims of the true mother and the true kindergartner are one."

The California State Teachers Association held an unusually animated convention during the holiday season at Santa Rosa. Among other fresh papers was one by Dr. Thos. B. Bailey, of the University of California, on "Observations of Child Life," his own fourteen months' old boy being well known as his model. A kindergartner from the state who heard this paper writes: "One could hope for a *Valerspiel* book from Dr. Bailey some day soon, as his classification of instincts closely parallels the order of progression in the Mother Play Book." A marked event of the convention was that the Ministerial Union of Santa Rosa gave a reception to the visiting teachers, the Roman Catholics, Episcopalians, and all other denominations uniting to welcome the pedagogues. Dr. Stanley Hall was the leading guest, and generously gave addresses at the round tables and general sessions. The people followed him from place to place. He seemed to be inexhaustible, physically as well as mentally. On one occasion he eulogized Froebel so unexpectedly that his scorings of certain alleged kindergarten customs were easily forgiven him. Dr. Hall said in his public address that he sometimes wondered what Froebel would do if he should visit kindergartens as they are today—would it not be something like if "Christ came to Chicago." Dr. Hall's criticisms are no doubt to be taken as a tonic—which may be beneficial though bitter. It would be interesting to know what particular kindergartens Dr. Hall has visited for his data, and how long ago.

A Pioneer's Criticism.—I fear the purity of the kindergarten is disappearing in the ambition of some to do great things. It has been my privilege recently to visit two young ladies fresh from training at the large centers. One had spent two years and the other one year in the study. But they are not up to our old ideal at all. One would think getting things done the chief aim. The teachers could not wait for the children to do things, but must urge, hurry, and do for them. Sew a few stitches for them every time the teacher had to take the work for any reason. If it was paper folding, the teacher took one child's, folded

a corner, and told the others to fold like it. In one of the kindergartens the children had no games till after all the work was done—both gifts and occupations—about half-past eleven, and then came games. There was a little change, however, for they had lunch, and those who got through soon had a chance for free play. The child longest at lunch had not any time for play. It seemed to me like a nice little school, but not in any degree like a pure kindergarten. The methods of moral training were no better; to make a show seemed to be the aim. I am glad of Miss Blow's "Danger Signals," and I think more are needed, or when the old kindergartners, trained carefully and practiced under their teacher's own eye, are gone, the word kindergarten will mean much less than formerly. Is there not some way to keep up the old ideal, and take as great care of the practice work as of theory.—*One of the Pioneers.*

New Orleans.—The training school of the New Orleans Free Kindergarten Association had its first commencement on January 12. Fifteen young women were graduated by the association, which also conferred its diploma upon the graduates of the Diocesan Free Kindergarten Training School, who had had the same training under Miss Katharine W. Hardy, who was then in charge of the Diocesan work, but is now superintendent of the training work of the association. When the Free Kindergarten Association was formed, the Diocesan Free Kindergarten, the oldest in the city, became a part of the association, and its training school was merged into that of the latter. The commencement exercises were brief and interesting. There were essays from two of the graduates on phases of the kindergarten work. Mr. Horace Fletcher addressed the graduating classes, and the diplomas were then presented by Miss Hardy. There are five free kindergartens under the association, with an enrollment of three hundred children. There are twenty-one students in the training school, and ten of the twenty graduates have positions, while others are obtaining additional experience in the free kindergartens. Our congratulations to the association on the first fruits of its training department!

THE executive committee of Hiram House Social Settlement of Cleveland, Ohio, have pledged themselves with humanitarian zeal in their first report as follows: "We propose to give *ourselves* to the work. Too much is sought to be done by proxy in such movements. The fundamental idea of the social settlement is giving oneself in right living. The one who identifies himself with it can expect to do nothing by touching people's burdens with the tips of his fingers. He must come into touch and sympathy with people by contact and self-giving. We propose to be often at the house and with the workers. We shall come without preconceived schemes, and without creed, dogma, or plan, simply to learn what we can do to help the work by giving ourselves by personal devotion to its disinterested aims. After all, these aims are but the attainment of the blessings of good citizenship. As another has well said, the problem is: "Whether a people diverse in race and industry can live happily and prosperous together with no other law over them than the invisible law of right and wrong; no other authority over them than the unarmed authority of conscience." This is the question which this Settlement of Hiram House is seeking to solve.

New York Kindergarten Union.—At a meeting of the Kindergarten Union of New York and vicinity, at Amity Hall, on January 6, 1899, Dr. Haney, supervisor of manual training in the public schools of New York, gave a talk on "The Pencil and Brush in the Kindergarten." A fine collection of drawings, the work of public school children in the

first year, was arranged around the room and used in illustration. Although the speaker believed Froebel's to be the best philosophy of education, he said that some of its best friends did not believe that all the methods of his time are the best for the present day, and this is true, especially of drawing.

The newer method is to take the child back to nature; psychology and physiology teach us what to found the work upon. Drawing is one of the passions of childhood, and it should be used not as a *thing* in itself, but only as a means in itself. The afternoon was a very stormy one, and consequently the attendance was not large, but those who were fortunate enough to be present listened with deep interest and attention to Dr. Haney's helpful and suggestive talk.—*A. L. C.*

Chinese Kindergarten.—You may already have some information as to the Chinese kindergarten, but I send the inclosed, hoping it may be interesting to you. I visited it one afternoon, and the almond-eyed darlings were a living illustration of Froebel's doctrine that the divine is in us all. As I carried them flowers they greeted me with smiles and a prolonged "Sha-ank you." It was interesting to note their delight in the fragrant rose-geranium leaves and lemon verbena, rather than the bright colored flowers; roses and lilies, however, received their warm appreciation. If you have become accustomed to the long, stolid faces of the Chinamen we ordinarily meet, you would have appreciated the softened expression and smiles upon the faces of the fathers who called for their little ones, and were standing on the street watching the little ones as they marched homeward. It was a wonderful revelation to me of the possibilities of the future.—*Helen M. Drake, Alameda.*

THE experiment of the University of Chicago in establishing a downtown college, and arranging its courses at such times as would suit the convenience of the teachers of the city, and others who could not enter the regular classes at the university, has met with a success beyond the expectations of the warmest friends of the movement. The determination of the university to admit without examination all teachers who are graduates of the Chicago High Schools, or an equivalent course, and the lowering of the fees to them, a concession which could not perhaps have been made by an older university, has helped both the university and the public which, in the long run, is to receive the benefit of the higher education of our teachers. As specially significant, it may be mentioned that one of the students in the college is a grandmother whose daughter is also a student. About one hundred and fifty schools are represented. A recent announcement of the college shows that eighty-two students are studying pedagogy, including educational psychology.

Acknowledgment.—The editor acknowledges a wealth of New Year's greetings from many members of the ever widening Froebel family. Dr. Jenny Merrill's happy New Year was heartily appreciated, in that it brings us practical and coöperative suggestions for our work. She writes: "The 'Kindergartners Own Number' is indeed a valuable number, as much for Dr. Van Liew's article as for the very excellent outlines and the giant stories, particularly the first. But oh, how few of the *city* kindergarten children have language enough to follow such stories! The private kindergartner, who keeps children longer, will find them a boon, and the primary teacher ought to use them, too. . . . I like the additions to your pledge on the Magazine cover. Will you not specify one thing more, viz., *public playgrounds?*" It is with great fervor that we respond to this latter request.

THE Adams Mission is a thrifty church work conducted on the plan of a social settlement at Burlington, Vt. Among other features there is a young men's choral society and a boys' club. The latter has been conducted for two years as a purely amusement club of games, but it has been found best to change it to one of manual training, and there are now three classes in the carpenter shop, and another in bent iron work.

A PROMINENT western superintendent of schools says that he believes in the moral value of the kindergarten, but claims that he has failed to obtain statistics which prove any gain to the child in learning to read and write. He is a man who has a large kindness of heart, and who may on that account underestimate the kindness in his own personal efforts to acquire the intellectual.

A ST. PAUL kindergartner writes: "We have tried the experiment of making books for the children to take their work home in for Christmas, thinking that the development gained through the cleanliness and care necessary, would amply repay our efforts. We have bought the paper and ourselves made books for eighty children at a total cost in money of about fifty cents."

MISS MARY F. LEDYARD reports enthusiastically from Los Angeles, where she is supervisor of public kindergartens. Los Angeles is the destiny of the N. E. A. for 1899, with Madam Maria Kraus-Boelte in charge of the Kindergarten Department.

HENRY SABIN, of Iowa, recently gave an impressive address on "Educational Socialism." Surely, surely, pedagogy is being reckoned a science included in sociology, and why not as an ingredient in socialism?

THOSE children are to be pitied whose mothers and fathers have no time to play with them. To amuse the children and to romp with them is as much a religious duty as to pray for them.—*New Crusade*.

NEW YORK maintains yearly some 35,000 homeless children, California 5,400, Ohio 3,600. Minnesota placed 1,000 children in private homes last year; 200 are kept by asylums.

THE Every-Day Church, at 397 Shawmut avenue, Boston, supports, among other educational lines of work, a day nursery, which is under the supervision of Miss Adeline M. Sides.

PENNSYLVANIA has fifteen local kindergarten associations in various parts of the state.

RECENT EVENTS—IMPORTANT ANNOUNCEMENTS.

Pestalozzi Anniversary.—On January 12 the 153rd anniversary of the birthday of Pestalozzi was celebrated at the Gertrude House, the students' home club of the Chicago Kindergarten Institute. The dinner was attended by fifty students and friends, Dr. Julia Bulkley, of the University of Chicago, being the chief guest. Dr. Bulkley is one of the most thorough and sympathetic students of the great Swiss educator in our country. The Swiss flag and the colors of all the cantons mingled with the stars and stripes in honor of the occasion. The souvenir contained a reprint of the famous Yverdon statue of Pestalozzi, and a tribute to his work composed by one of the students. There were several speeches from other members of the party between the courses, and the dinner closed with an inspiring informal address by Dr. Bulkley, who graduated from the Zurich University, taking Pestalozzi for the thesis theme by which she secured her doctor's degree. Her reminiscences and travels and personal investigations were most interesting, taking the party to Stanz, Burgdorff, Birr, and Yverdon by her graphic descriptions. This was indeed *eine gesegnete Mahlzeit!* It is to be hoped that another year may see the celebrating of the great Swiss philanthropist's birthday a red letter day in all normal and training schools.

MISS MARION BROWN, principal of the New Orleans City Normal School, passed through the city schools as a pupil, and later served as a grade teacher. Miss Brown graduated from the Oswego Normal School with honors in 1888, and in due time became the first principal of the New Orleans City Normal. Miss Brown is vice-president of the Normal Department of the N. E. A., a member of the special normal school committee of the N. E. A., and has rendered good service to the committee, as was shown by the report on normal schools presented at the Milwaukee meeting, her data on the relation of the kindergarten to public normal schools being the first ever gathered. As president of the New Orleans Woman's Club, and on the local committee, Miss Brown was one of the chief hostesses of the recent S. E. A. convention held in that city.

GEORGE J. RAMSEY, M. A. LL. D., as presiding officer of the New Orleans meeting of the S. E. A., has every reason for satisfaction over the program and discharge of same, in the general sessions and the six departments. Dr. Ramsey is a Virginian by birth and education, and is now the president of Silliman Institute, at Clinton, La., and an honored officer of the N. E. A. We regret that space prevents more than a mention of the important papers presented by able men and women at all the sessions of the S. E. A. The social element in history was handled by Dr. Francis W. Shepardson, of the University of Chicago.

"The Pleasures and Pains of Teaching" was the humorous number on the otherwise serious program, presented by Dr. A. L. Peterman, of the Southern Normal University, Tennessee. "Child Study in the School and the Home" was presented by Miss Celestia S. Parrish, of the Randolph Macon College, Virginia. "The Club Woman in Educational

Work," by Mrs. Rebecca D. Lowe, the president of the General Federation of Women's Clubs, of Atlanta, Ga. Commissioner Harris gave a comprehensive account of the educational situation of the South.

It would seem to be characteristic of the women workers of the city of New Orleans that they are native born and bred, and so belie the alleged truth that a prophethess is not without honor save in her own city. We recall with pleasure the various meetings with the city newspaper women, who are everywhere present, not merely in the function as public scribes, but as social factors; women of family, position, and personal influence.

MISS JOSEPHINE C. LOCKE recently exhibited in the Chicago school superintendent's office a collection of pictures suitable for all grades of the public schools. The framing of these pictures was carefully considered with the hope of suggesting ideas about framing to those interested. Many people realize that the framing has as much to do with the decoration of the schoolroom and the final effect of the picture as the picture itself.

MISS SOPHIE WRIGHT, as president of the Local Woman's Council and a native of New Orleans, and a philanthropist and educator, is one of the women whom to meet and know is to respect and love. The mother-interest in whatever concerns her city is apparent as her *motif*, and the community appreciation which is equally apparent, is ever ready with hearty tributes to her night school and other good works.

OUR readers will be interested in the discussion of recent changes "In the Primary and Grammar Public School Teaching," which appears in the Normal Exchange Department of this issue. One of these papers is by a teacher of great ability and long experience in the primary work, Miss Louise Gage; the other is by Mrs. Elizabeth White, a mother who, twenty years ago, was a pupil in a Boston grammar school.

THE National Bureau of Education has sent out blanks to secure data concerning private and charity kindergartens, with a special view toward estimating the annual expenditure of money for maintaining same. Every private kindergartner who has not received such blank should send for it, and give the fullest assistance in her power. Clubs should send directories of their kindergartens.

"How to Study Plant Life with Children" is the subject of a course of ten weekly lectures by Dr. John Coulter, who will treat the subject from the view point of plants as *living things*. The course is under the management of the Chicago Kindergarten College, 10 Van Buren street, Chicago, every Monday at 2.30 p. m., beginning January 16, 1899.

THERE is a bill before the Montana state legislature providing public kindergartens. Every kindergartner who has a friend or brother in that state should solicit his influence in favor of the bill. Campaign literature has been forwarded to the state superintendent, who is the chief support of the movement.

ON request, Miss Amalie Hofer furnishes the following dates of her annual February kindergarten tour: Between February 8 and 14, Cleveland (O.), Binghamton (N. Y.), Syracuse and Utica; from February 15 to 19, mothers' congress at Washington and vicinity; from February 20-25, New York city and Brooklyn.

NOTICE.—Kindergarten Training Schools should see that their announcements appear in the columns of the KINDERGARTEN MAGAZINE during the four spring months in order that prospective students may be made fully aware of the training schools existing in their own states. Correspond for special rates.

THE busy mothers' vacation may well come in the winter season, when schools are well under way and children comfortably settled, and the mothers' congress makes our national capital so attractive. The National Congress of Mothers opens on Valentine's Day, and lasts until February 17, 1899.

MRS. KATE SEAMON opened her attractive New Orleans home to kindergartners and citizens December 31, to hear the reading of "That Last Waif," by Mr. Horace Fletcher, who as an old-time citizen of New Orleans was heartily welcomed, and won new disciples for "social quarantine."

LOUISIANA is the birth state of the naturalist Audubon, and the grand natural park of New Orleans bears his name. Mrs. Mary Ashley Townsend, of New Orleans, a mother as well as poetess, read a notable poem at the opening of the S. E. A., written for the occasion.

THE kindergarten exhibits made in connection with the S. E. A., held in New Orleans in December, represented the work of all grades of public, free, and private kindergartens, and showed the variety of application to which this process of child training may be put.

"The Kindergarten in a Public School System" by Dr. George Griffith, is printed as a campaign leaflet. Five hundred copies of the same were distributed at the Southern Educational Association meeting to assist in the forward movement in the gulf states.

FRESH Kindergarten Leaflets as follows ready for sale by Kindergarten Literature Company: "Play Spirit of the Kindergarten," by Henry Sabin; "The Affections a Means of Education," by Dr. Luther Gulick. One cent each.

The **March** issue of the KINDERGARTEN MAGAZINE will bring extensive notices of new books and fresh literature bearing upon the profession, including special lists for social and psychological investigation.

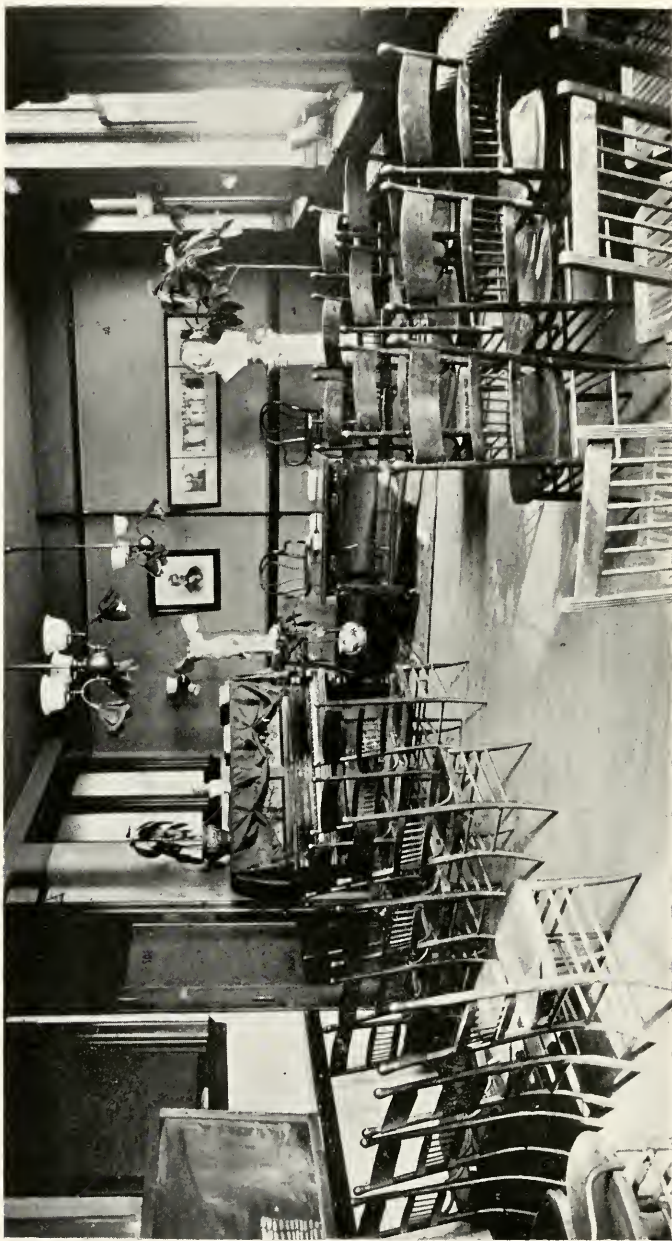
Mothers' and Teachers' Clubs.—Our envelope containing topical outline studies is ready for distribution at twelve cents each. Send stamps for a sample set. Every club member should own one.

THE Chicago school management committee has fixed the pay of kindergartners at \$25 a month the first year, with an increase of \$5 a month every year until the sum of \$50 is reached.

CLEVELAND, Ohio, has a school population of 99,890, all persons between the ages of six and twenty-one years, with an average of one teacher to every forty-eight children.

Guide to Cincinnati.—Through the courtesy of the local committee of the I. K. U. an illustrated, complete guide to the great city on the Ohio.

FORTY-EIGHT separate clubs and organizations have branch memberships in the International Kindergarten Union.



A CLASS ROOM.

KINDERGARTEN MAGAZINE

Vol. XI.—MARCH, 1899.—No. 7.

NEW SERIES.

THE WORK OF THE PITTSBURG AND ALLEGHENY FREE KINDERGARTEN ASSOCIATION.

ELIZABETH BREADING O'NEIL, CHAIRMAN EDUCATIONAL COMMITTEE.

THE Greater Pittsburg, the seventh city in the Union, with a population of half a million, lies in one of the most interesting geological formations in the states, at the confluence of the Allegheny and Monongahela rivers. It is set amidst towering hills and romantic ravines, girded by the three rivers, one flowing from the north, the other from the south, to form what the early French settlers called "La Belle Riviere." What nature has done for Pittsburg and outlying districts, united with the enterprise and thrift of the Scotch-Irish settlers and their descendants, has made Pittsburg the industrial beehive of the world. Our immense beds of coal so easily mined, our oil and gas in vast quantities, have given us a clear title to be the leading manufacturing city of the world. Of late years our eyes have been opened to see the beauties of our veiled city thru its gloom and smoke. Its picturesque hills, winding rivers and varied sky reflections have caught the artists' eyes, and they now linger amidst this veil of smoke, fog, and reflection of color, if perchance they may transfer some of its beauties to canvas.

Pittsburg is a city beautiful by nature, beautiful in its homes, beautiful in its libraries, museums, art exhibitions, symphony and organ concerts, conservatories and parks; and, above all, beautiful in what we are able to offer to the poor, without money and without price, over the motto "Free to the People," thru the beneficence of one of Pittsburg's great men, Andrew Carnegie. The poorest in our midst can claim the rights of the libraries, museum and art gallery; the education and joy of concerts of the best music, and the healthfulness given by nature in our parks.

In the fall of 1892 seventeen earnest women, considering the future welfare of Pittsburg, and realizing the kindergarten to be a most important aid in the development of character, the sole essential to the human being in every relation in life, organized what is now known as the Pittsburg and Allegheny Free Kindergarten Association. The growth of this association since its organization has been beyond the expectations of the most hopeful. In six years it has established 28 kindergartens, with an enrollment of 1400 children. This rapid growth has been made possible by the active interest in the association of practical business men and earnest, cultured women, and by the coöperation of the educational board of Pittsburg and Allegheny, who, in a broad and liberal spirit, have contributed to the support of the kindergartens, believing that they should be an integral part of the public school system. This act of appropriation was legalized by the legislature of our state, which passed a law authorizing all school boards in the state of Pennsylvania to appropriate money for kindergartens. This law was a direct result of the efforts of the association. I quote from a letter written to Miss Macfarlane, our secretary, by George J. Luckey, superintendent of public instruction in our city:

The growth of the kindergarten in our city has been phenomenal; not alone in the opening of schools, but in the change of public sentiment. Two years ago we had to plead with the authorities in almost every section of the city for room in which to organize schools at private expense; now nearly every school district is clamoring for the opening of kindergartens, and fitting up rooms and granting appropriations for their support. I have been asked: "What has caused this change of feeling on the part of our people?" The answer to this question is plain to anyone who is acquainted with the work of the kindergarten association in this city. The employment of teachers and the supervision of the schools have remained in the hands of the association, while the school board has simply granted financial aid. The association was formed by those who were willing to give their time and means toward the proper development of the minds of the very young, and start them in life with inclinations for good and not for evil. The great heart of the association has gone down and remained in the schools. The grand and holy impulses which moved the members of the association to start this great work have been transmitted to the teachers, and by constant visitation and watchful care on the part of the association the enthusiasm of all the teachers is kept alive. The cold business manner in which the public schools must of necessity be managed would blight the kindergartens if brought into the public school system. It is

found that the child properly trained in these schools observes more closely, thinks more correctly, and acts more independently than the one who is deprived of this training.

Since the organization it has had but one president, Mrs. Wm. A. Herron, who carries the spirit of one who lives not to be ministered unto but to minister. With this spirit of ministration the association was organized and kindergartens were established in



Mrs. Wm. A. Herron, President.

the poorer districts. Today kindergartens are established in different parts of Pittsburg and Allegheny. Some are located in very dark, smoky districts, others in the brighter parts; some placed in reach of the children of the destitute poor, others in reach of the hard working class, but all in wards crowded with children. The directors' books show the enrollment of young Americans, Germans, Irish, Jews, Swedes, Poles, and Italians—a strange mixture of names, varying from Mary Jones to Stanilous Ignatious, Angelina Cutanzara, and Pepina Restiro.

The mothers' meetings, held in each kindergarten, monthly, brings into high light the cosmopolitan side of our city life, the good-natured Irish, the sober German, the picturesque Italian, the stolid and seemingly indifferent Poles and Hungarians, coming together under the one common bond of motherhood. This social function of the kindergartens will more than offset the "high tea" of the more fortunate American sister in interest and genuine sociability and good feeling. Having no common language, games are played, the babies are admired, songs are sung and a luncheon is served. The social side for the children is the weekly or biweekly luncheon. The patron saints of these luncheons are a circle of young women of educational culture and refinement. They make the kindergartens attractive with plants, canary birds, gold fish, photographic pictures of art, etc. They plan for the children excursions into the parks or country. At Christmas time they dress dolls for the girls, buy toys for the boys. They do with a willing mind whatever will bring joy to the children. As an outgrowth of the work of the young women of The Alice Macfarlane Memorial Circle, a beautiful bath-room was established in that kindergarten by the Franklin School board, a woman was employed by the circle to bathe the children, and as many as sixty-two children have been bathed in one day.

From Pittsburg flows the kindergarten thought for western Pennsylvania. Cities and towns are asking for advice, and outside work is seeking our affiliation. The State Kindergarten Association of Pennsylvania was organized in Pittsburg, and our superintendent, Miss Georgia Allison, was made president. The law passed permitting school directors of this commonwealth to establish and maintain out of public school treasury free kindergartens has awakened much interest thruout the state, and has made such an organization as that of the State Kindergarten Association necessary. The fast growing interest of the educators in this state was manifested at the last convention of the city borough and township superintendents of Pennsylvania. The kindergarten was admirably discussed and several recommendations were made:

1. That the introduction of kindergarten schools is hereby recommended for the cities and boroughs of the state.
2. That the subject of kindergarten schools be made a special

study by superintendents of cities and boroughs, and thru them, as far as possible, by their teachers and school boards.

3. That only specially trained teachers be employed for kindergarten schools.

Under the fostering care of the association is the Mother's Class, composed of intelligent, educated mothers, who wish to understand, from a personal study of the kindergarten principles



Sixth Ward Kindergarten, Allegheny.

and methods, the application of these to the home life and rearing of the child. Kindergartners, teachers, physicians are called upon to aid with their knowledge and experience, and thru the zeal and earnestness of its members this class is ever increasing in numbers, and widening in interest and influence.

The educational side of our work comes boldly to the front, as shown in the training school. Our standard of admission into the training school is a high school education, or its equivalent,

some knowledge of music, and a genuine love for children. For the present school year our first year class numbers 36—the largest enrollment we have ever had in any one class, thus showing the increasing interest in kindergarten work in Pittsburg and vicinity. This interest has been evidenced by Carnegie Library in a most kind and characteristic manner, in the loan for a period of six months of 150 books, selected by the faculty of the training school.



Students Playing Blacksmith Game, Assembly Hall.

We have a curriculum kept in touch with all that is new and sound in kindergarten thought. Our regular two years of theoretical instruction and practice is supplemented by a post-graduate year, at present optional; but it is our earnest wish to make this, in the near future, a necessary part of the regular course. We have in our list of lecturers the well-known names of Hamilton Mabie, associate editor of the *Outlook*; Dr. Brashear, astronomer of the Western University of Pennsylvania; Prof. James Keeler,

resident astronomer of Lick Observatory; Mr. Denton J. Snider, psychologist of the Chicago Kindergarten College; Dr. W. J. Holland, chancellor of the Western University of Pennsylvania; Prof. B. C. Jillson, geologist of the Pittsburg High School; Mr. G. Stanley Hall, of Clark University; Mrs. Anna Botsford Comstock, associate teacher of sciences, Cornell University; Miss Sarah Killikelly, and Miss Marie Hofer, teacher of children's music in Chicago. We have a faculty consisting of nine teachers, six of whom are trained kindergartners, and we realize the normal department is the fountain of our strength. Miss Georgia Allison, superintendent, and Miss Elizabeth Culp, principal of our school, are graduates of the Chicago Kindergarten College.

Faculty: Georgia Allison—supervisor of kindergartens, Mother Play, program; Elizabeth Culp—history of pedagogy, Mother Play, gift; Gertrude Sackett—occupations, gift; Alice Snider—psychology, voice culture; Ruth Tappan—Education of Man, games; Jean MacLachlan—sciences; Mrs. M. E. Van Wagenen—drawing, color; Inez E. Draper—physical culture.

There is no field of study today offering a broader culture to the young woman than that of the kindergarten, and every young woman may well pursue this course as an end to happiness, to development, and character building.

DO you hear the song of the March wind, dear?
Do you know what it's saying to you?
That winter is past and summer is coming,
With daisies, and violets blue.

You can throw up your hat and shout for joy,
For every wee girl and every small boy
Can laugh at Jack Frost, and tell him 'tis true
That summer is coming, with violets blue.

GRACE LIVINGSTON GRANBY.

"THE CITY WILDERNESS"—A SOCIAL SETTLEMENT STUDY.

MARTHA REED SPALDING.

THE title of this book is in itself a word picture. A waste in the heart of a great city of over a half million population. The district described contains over forty thousand inhabitants, living in tenement houses, a few in apartment houses, and the rest in lodging houses. The variety in the dwellings is as great as that of the inhabitants. The old proud South End of Boston, "which once rose out of the water, as it were, to become a refuge for the older American families, has now become a common resort for all nationalities." "The City Wilderness" is a searching analysis of conditions of life and means of life found in a great working-class quarter at the South End of Boston. The study of this quarter of the city is most comprehensive and valuable. It is in every sense a "settlement study," as the different contributors have been residents or associate workers in this section of the city for periods ranging from two to ten years. The book is edited by the head worker of South End House, Mr. Robert A. Woods, aided most closely by his colleague, Mr. William I. Cole, and other workers of the settlement. One review speaks of the book as characterized by fresh impressions, realistic human sympathy, and the sense for color and ensemble, as well as by sustained purpose.

There is a distinct avoidance in the book of casual or sensational impressions. One of the greatest powers of settlement life lies in the fact that the year-after-year living in the midst of the working classes, gives one the right to judge its many problems from all sides. There is no temptation to give first impressions or flippant judgment. The description of the neighborhood under review is most thorough. The first chapters deal with its early history, population, sanitary conditions of its neighborhood and homes, and its labor problems. The politics found in such localities are graphically portrayed, and their corrupting tendencies. The criminal growth of life, and the recreative needs of the people, all give one a deep insight into the realities of the situation.

The reader eagerly turns for light to the chapters on the relations of the church to the people, the educational influences, the charitable institutions, and the many philanthropic efforts put forth for renovating and rebuilding.

"The Neck," or the South End, belongs to Boston; but the "City Wilderness," with its strong, scientific, and earnest study of working-class conditions in America, belongs to all of us. Every great city in our borders must face similar problems; every social student, every educational leader, the great army of church workers, all state officials, must find in this "settlement study" invaluable lessons. No earnest worker among children can turn from such a book without asking the question, what chance to grow and be nurtured can a child have with such environment in this "wilderness" of the poor. Here are found tenement courts in which the dense crowding of the poorest people of all sorts, resulting in lack of individual or even family privacy, absence of anything like decent standards of living, familiarity with debasing sights and sounds, and contact with the vicious and depraved, induces, if it does not compel, the development of the worst morbid tendencies. A child born in such a place is almost predestined to a vicious if not criminal life.

"Thus are the people of this district housed, and under such conditions are their children born and nurtured." There is an awful romance in these young lives. In these dark, vile alleys they find their heroes and heroines. The policeman is their Giant Despair, the patrol wagon their chariot, the hospital ambulance another chapter in the thrilling tale. All that goes on behind the grated bars of the police station or prison, or the friendly walls of the great hospital, adds to the awful mystery, and lends enchantment to the children of the street.

It is not alone the fearful sanitary and moral conditions under which these children exist, but the want of proper nourishment and clothing. "The cost of food, like that of rent, is very large in Boston. . . . Below the higher grades of labor the food selected is often ludicrously without nourishing value; it is badly cooked, and is eaten haphazard, with no regular time for meals. Brewed tea and the 'growler' of beer play a very important part."

In the chapter on "Strongholds of Education" we find: "Among the forces at work for the upbuilding of the local community, the public school, at least in scope, stands first. It is the

one institution which touches every family. . . . The fact, however, is indisputable that the thing the schools have to contend with, and that which brings shipwreck to much educational effort in the district, is the predominating impulse to get free from restraint." Here is found the first element of rebellion in the child's world, his first temptation to be a lawbreaker. It arises out of the restlessness in his very nature. The restlessness and the rebellion are both met by a created interest. What is there lacking in our primary and grammar school grades that brings that fatal restlessness to the children; that lack of interest, especially to street children? Do we find this inertia in the kindergarten?

In the same chapter on "Strongholds of Education" we find: "In two of its methods, particularly the kindergarten and manual training, the school meets the special needs of street children. The kindergarten makes the child a social being." In a nutshell it is given: "The kindergarten is a child's democracy, a coöperative state in miniature." There are three fundamental principles in all true kindergarten training, self-activity, coöperation, and harmony, each one a sequence of the other. Have we not here a solving of the social question as far as the child is concerned? He himself must act, must work, not alone, not *laissez faire*, but in coöperation, and the natural result should bring harmony.

Still further, the chapter tells us, "as to actual results it is a matter of daily observation that there are children constantly coming to kindergarten uncontrollable at home, 'wooden' children, morbidly sensitive children, aggressively vain children, who are often rendered tractable and responsive." It is in the kindergarten that the city street child has his first experience with the beautiful and pure side of life. Children feel beauty long before they can express it. Their knowledge of nature is developed for the first time under this training. They learn to

"Find in bird and flower and tree
Gleams of that beautiful mystery
That binds the world together."

The children of the poor may be warped and tainted by inheritance, they may be lacking by their environment in ambition, but they still have all faculties to use for good or ill.

In this particular district in Boston "there are seven public school kindergartens in different neighborhoods, and dotted among the public ones are four thriving kindergartens under pri-

vate philanthropic direction." One of these is coöperative with South End House. The chapter on "Social Recovery" speaks of the special task of child-saving work in the hands of philanthropic societies. Mention is made of the good work of the day nurseries, playgrounds, and country outings.

No more encouraging sign of advancement in the work with children do we find than these words on manual training in the South End district: "Gradually the kindergarten is finding connecting links of hand occupation in the primary schools, which join and reach across to the manual training that has been introduced into the grammar grades. . . . The kindergarten and manual training are closely related. Manual training is simply the more special and definite. In tenement-house districts manual training is a particularly hopeful form of education."

Superintendent Brockway, of New York's greatest reformatory, says there is less discipline needed where manual training is employed. Our public institutions and orphan asylums are fed from the children who swarm the streets. A fact even more startling than this is the overwhelming majority of them who follow in rapid succession into the ranks of our reformatory institutions.

In the final chapter of the book, "The Total Drift," we find these hopeful words: "The total volume of effort toward softening and moralizing human nature, toward fitting men and women for useful occupation and good citizenship, is so great as to affect the larger local life. Churches, schools, and philanthropic centers are gradually beginning to see the influence they have poured into the lives of individuals having an effect on families." Here is the source of the worst evil, the loss of family life, and in its restoration is the hope of all reformation. The family life can be reached and strengthened through the children. The kindergarten is the open door to this natural neighborhood relationship. The abode of every child can be reached through this "child's garden" of delight, and so on and up through the various clubs and social gatherings connected with the settlement.

The settlement's power is the sharing of life. Not from idle curiosity does it penetrate into dark corners and "blind alleys," but because the neighborhood is a part of its life, its responsibility. Will there come a day in a new era when a "settlement study" will be no longer needed to awaken the public conscience or to

add to the annals of scientific research? The "City Wilderness" is not alone a picture of the city's darkness, but a possibility of the city's light. From this section of the city may come the solving of many of its industrial and municipal problems. The book makes one realize the force of those words of Boston's William Channing, "Mighty powers are at work in the world. Who can stay them? A new comprehension of the Christian spirit, a new reverence for humanity, a new feeling of brotherhood, and of all men's relation to the common Father—this is among the signs of our times."

FROEBEL'S MOTTO:

"The Knights and the Good Child."

THE truth that no life stands alone
Lies hid in baby's soul;
Long ere he learns its pain and strife
He feels th' encircling touch of life,
And yields to its control.

But, mother, when the love of praise
First stirs a wistful thought,
When disapproval gives him pain,—
His little life has reached a plane
With subtlest danger fraught.

Oh, guide him with a love clear-eyed,
That he may not confuse
Merit with praise! Help him to care
Rather to be than to appear,
E'en though the praise he lose.

So shall the touch of other lives
Help and uplift his own.
Strong in himself he'll learn to be,
Yet glad that human sympathy
May bind all hearts in one.

KINDERGARTEN WORK IN THE ETHICAL CULTURE SCHOOLS, NEW YORK CITY.

MINA B. COLBURN.

FOR many years the name and face of Miss Caroline T. Haven has been prominent in kindergarten circles. As secretary of the International Kindergarten Union since its organization, and as president of the kindergarten department of the National Educational Association for the year of 1897, she has become known to many. Her presence upon the platform is always welcomed, for, possessing the happy power of saying the right thing in the most concise and pleasing way possible, and so that the unfortunately belated comer in the farthest corner has no difficulty in hearing, she invariably takes her seat while all wish there were some way of coaxing her to continue.

Having thus known Miss Haven, a kindergartner visiting Greater New York most naturally selects her work as one of the first points of interest. Electric cars having replaced the old Sixth avenue horse-cars a surface route proves quite desirable, and takes one to within a few doors of 109 W. Fifty-fourth street, where a small sign over the door marks a four-story brick and stone building from the rest of the solidly built block as the one occupied by the "Ethical Culture Schools." Entering the building one feels at first a bit disappointed by the small corridors, the dimly lighted hallways, and especially the absence of sunshine from the larger of the two rooms occupied by the kindergarten. But walls and niches have been carefully studied from the standpoint of decorative art, and light frescoing, pictures, statuary and plants have done much toward remedying architectural faults. These things, however, claim only passing notice so soon one becomes absorbed in the school itself.

Very properly the kindergarten occupies the first floor, for we are told that the entire institution, with its special departments and grades thru the high school, is a gradual outgrowth of the free kindergarten, founded in 1878 by Felix Adler for the children of the poorer classes of what was then principally a tenement house district of the city. When these children were ready to leave the kindergarten the question presented itself whether they

should be sent to the public schools, the spirit of which was then so strikingly at variance with that of the kindergarten, or whether their education should be continued on the same humane and scientific principles on which it had been begun. The latter alternative was chosen, and year by year kindergarten principles have been applied to the problems of the pupils' advancing age and the requirements of higher subjects, until we now find "a structure devoted in its entirety to the new education," and having as its one aim "the development of character," which is regarded by the school as "the highest purpose of all education." Tuition is now charged, one-half the places in each grade being reserved for deserving pupils admitted under a system of free scholarships.

For fifteen of the twenty years, Miss Haven has been identified with the school, first as assistant in the kindergarten, then as director, and later as training teacher. Now the homes in the immediate vicinity that have felt the touch of her beneficent influence number among the thousands, while hundreds of young women in various parts of the country reflect her earnest teaching in kindergartens and schools, public and private, or in their own home circles.

Delightful as Miss Haven may have been found as a public speaker she is really known only when seen with the children, and it is not surprising that the long seat reserved for visitors is often well filled. Altho the kindergarten is in charge of two kindergartners of several years' experience, Miss Haven seldom denies herself the privilege of personally conducting the morning circle, while she is in and out of the rooms many times during the morning, thus keeping thoroughly in touch with every phase of the work. She takes a personal interest in each one of the sixty or more little pupils, knowing not only their names but something of their family and homes. In this she recognizes a double duty, the one as important as the other, since a knowledge of the children so necessary for their own right training, is equally helpful to the normal students, as class illustrations can then be drawn directly from actual occurrences and characters familiar to both herself and the class. The tendency, noticed in so many training schools, to divorce theory and practice is thus entirely avoided.

The observations of modern psychologists and child students meet with thoughtful consideration by all connected with Miss

Haven's kindergarten, and the material upon the shelves of her cupboard show that careful distinction has been made between "fads" and true progress. The larger gifts have replaced the smaller ones and the occupations are assuming a very practical aspect. That creative power is and has been for many weeks the aim in this kindergarten no one can doubt who sees a table group eagerly seize the large Dove marking crayons, and go to work upon a ten by ten sheet of manilla paper; or watches another group molding sand or arranging bits of moss, leaves, twigs, stones or shells to suit the artist soul, not of the teacher but of the child. Bright sunny days are always hailed with delight, for then there is the trip to Central Park, a few short blocks away, where the trees, the shrubs, the birds and squirrels early become the friends of the children. Frequently a longer walk is taken up to the Zoölogical Gardens, and now and then a trip to the beautiful Aquarium at the Battery. Window boxes, hanging baskets, aquariums, and a white bunny, who has freedom to go as he pleases from one room to another, afford the children opportunity for care-taking. What does two years, sometimes three, in such an atmosphere mean to the unfolding soul of a little child? No kindergartner needs the question answered.

For several years there has also been a kindergarten connected with the branch school on Madison avenue, while the alumnae are for the third year supporting a free kindergarten in one of the poorer districts, raising the money by lectures, entertainments and personal subscriptions. Both of these kindergartens are also under the direct supervision of Miss Haven, and afford to normal students added opportunity for observation and practice work.

The broad simplicity, strength, and true freedom that characterizes the kindergarten also marks the work of the normal training class. Nothing less than a good college preparatory course is accepted for admission to the class, and it is with pleasure that one notes that several of the incoming class for this year are college graduates, while others have had from one to three years of college work. The course may be covered in two years, altho it is nicely arranged for those wishing to take more time and be more thoro. To the observer in Miss Haven's classes it is soon evident that it is not her aim to send out into the world devotees at the shrine of Froebel or still less at her own, but broad-minded, well-balanced women, capable of thinking for

themselves and able to recognize truth wherever found; to see in science, art, literature, life, the same fundamental principles vital in all education, feeling the kindergarten to be, not an isolated thing governed by laws peculiar to itself, but a part of one great whole, that whole life itself.

In order to give students this wider view-point Miss Haven has spared no effort to connect with her department the various specialists of the school in whose classes she is often found a listener, contributing now and then an illustration from the everyday work of the kindergarten or her own experience, which is to the normal students magical in its unifying power.

The work of the science laboratory is such as will put the student into closer touch with nature in its myriad forms of life and activity, rather than to give further anatomical knowledge of things. During the junior year weekly work is given in zoölogy and botany, and in school hygiene; during the senior year, in mineralogy and geology, and in methods of presenting nature work to young children.

The art work is especially well adapted to the needs of kindergartners, and requires one hour weekly thruout the two years. Music and physical culture are also in charge of competent directors.

History of education, requiring of juniors and seniors alike one hour weekly, is given by Mr. Percival Chubb, principal of the high school. This course is hardly more historical than pedagogical, for the student is never allowed to pass an epoch without comparing it with the present as to relative ideals and methods of attaining them. Such a question as this is characteristic: "Assuming the view-point of the Athenian of Plato's time, suggest a school curriculum for the boy of today."

The course in psychology, personally conducted by Supt. John F. Reigart, formerly professor of psychology at Teachers College, is intensely practical. A close student himself of Froebel's philosophy, he is able to make the course of inestimable value to kindergartners, and why two hours weekly thruout the course should be given to this subject needs no explanation after Professor Reigart has once turned a searchlight upon the varied phenomena of daily life. Subjective and objective methods are at once employed and theory constantly applied to the solution of present problems.

Five hours weekly is devoted to theory of the kindergarten, which includes a study of the works of Froebel, the gifts and occupations, stories, programs, and songs and games. Miss Haven is assisted in this work by Misses Jane L. Hoxie and Zillah J. Levy.

Opportunity is given in the several kindergartens for continuous observation and practice work for periods of three or four weeks at a time, while special lessons are occasionally given by members of the class under the direct observation of pupils and teachers, and with special criticisms. In the senior year observation in the grades is also required, and one hour weekly devoted to a study of primary methods.

Lectures upon special topics are very frequently given in the hall, and on the bulletin board are scheduled lectures or meetings of interest occurring at Pratt Institute, Teachers College, or in connection with the Free Kindergarten Association, the public school kindergartens, or other training schools of the city, also such concerts and entertainments as afford the student general culture.

Interesting as these items are to a visiting kindergartner, one is especially impressed by the delightful atmosphere of good fellowship which pervades every department of the entire school. Miss Haven comes at 8:30 in the morning, and is there to greet children and normal students as they arrive and make the most of this opportunity for a personal word of encouragement or advice. Occasionally she takes luncheon with the girls, or sets aside a recitation for some festive occasion. The same spirit of goodwill is manifest in the interest taken by the class in one another, especially in the courtesies shown by the seniors to the incoming juniors, and also in the large number of alumnae who meet each month for the discussion of subjects mutually helpful. Certainly the work of the kindergarten department of the Ethical Culture Schools of New York city deserves the recognition it receives from state authorities and the city board of education, in whose examinations for kindergarten certificates Miss Haven's graduates always stand among the foremost.

WHAT THE WOOD FIRE SAID TO LITTLE BOY.

WHAT said the wood in the fire
To the little boy that night,
The little boy of the golden hair,
As he rocked himself in his little arm-chair,
When the blaze was burning bright?

The wood said: "See
What they've done to me!
I stood in the forest, a beautiful tree!
And waved my branches from east to west;
And many a sweet bird built its nest
In my leaves of green,
That loved to lean
In springtime over the daisies' breast.

"From the blossomy dells,
Where the violet dwells,
The cattle came with their clanking bells,
And rested under my shadows sweet;
And the winds that went over the clover and wheat,
Told me all that they knew
Of the flowers that grew
In the beautiful meadows that dreamed at my feet!

"And the wild wind's caresses
Oft rumbled my tresses;
But, sometimes, as soft as a mother's lip presses
On the brow of the child of her bosom, it laid
Its lips on my leaves, and I was not afraid,
And I listened and heard
The small heart of each bird,
As it beat in the nests that their mothers had made.

"And in springtime sweet faces,
Of myriad graces,
Came beaming and gleaming from flowery places.
And under my grateful and joy-giving shade,

With cheeks like primroses, the little ones played;
And the sunshine in showers,
Thru all the bright hours,
Bound their flowery ringlets with silvery braid.

"And the lightning
Came brightening,
From storm skies, and frightening
The wandering birds that were tossed by the breeze,
And tilted like ships on black, billowy seas;
But they flew to my breast,
And I rocked them to rest,
While the trembling vines clustered and clung to my
knees.

"But how soon," said the wood,
"Fades the memory of good!
For the forester came, with his axe gleaming bright,
And I fell like a giant all shorn of his might.
Yet still there must be
Some sweet mission for me,
For have I not warmed you and cheered you to-
night?"

So said the wood in the fire
To the little boy that night,
The little boy of the golden hair,
As he rocked himself in his little arm-chair,
When the blaze was burning bright.

—*Atlanta Constitution.*

Better fail of good by truth than win it by falsehood.

Through truth alone we truly conquer. Only truth's victories are true.

The good cause never dies, and it is never defeated. Its defeats are but the recoils of the battering-ram from the wall that it is fated to crash in; its deaths are like those of Italian story, where each man cloven in twain by the sword of the slayer springs up two men, mailed and armed to slay.

—*W. D. O'Connor.*

TOPICAL OUTLINES FOR MONTHLY MOTHERS' MEETINGS.*

MARY LOUISA BUTLER.

SUBJECT VII.—UNTRUTHFULNESS.

Topics.

- "If thou the truth wouldst teach thou must be true thyself."*
1. Relate instances where children have been untruthful.
 - (a) What were their environments?
 - (b) What circumstances led to the falsehood?
 - (c) What remedies were applied?
 2. What relation does fear of punishment bear to untruthfulness?
 - (a) When falsehood is caused by such fear what treatment should follow?
 3. Have you ever known instances where insincerity or even downright false dealing on the part of parents has led a child to be untruthful?
 4. What relation do dress and house furnishings bear to sincerity of character?
 5. Value to a child of living in an atmosphere of sincerity.
 6. How distinguish between a play of the imagination and direct falsehood?
 - Speak ye every man the truth to his neighbor; execute the judgment of truth and peace in your gates;*
 - (a) How should such cases be treated?
 7. Value of showing children how much trouble comes from inaccuracy of any kind.
 8. How will insistence of accuracy in counting, making change, doing examples, measuring and copying help a child to place a value on accuracy of speech?
- After prolonged, extensive, and special study of our present topic I am convinced that no one thing will do more to undermine a person's character, and harm an entire household or community, than a life of falsehood or insin-

*Miss Mary Louisa Butler served as organizing secretary of the First National Congress of Mothers; is also broadly known as a Sunday-school worker and writer, as well as author of that useful "Handbook for Mothers." She has spent many years in Child-Study and Mother-Study, and from her broad experience will bring to this work the helps that seem best fitted to meet practical needs. Any of the books referred to in above outlines furnished on application by Kindergarten Literature Company. These outlines in leaflet form 30 cents per hundred, assorted if desired. Subjects now ready as follows: "Children's Companions;" "The Bible in the Home;" "Other People's Children;" Pictures, and How to Utilize Them."

cerity. Of all wrongs committed by human beings against each other, few, if any, can be entirely separated from falsity of some kind.

Our present term, "untruthfulness," is an exceedingly mild one, and while it is a dictionary word I do not find it anywhere in the Bible. Instead I do find "lying," "lies," "liar," "deceive," "hypocrisy," "hypocrite," "dissimulation," "false," "falsehood," etc. However, whatever term is used I hope the subject may have serious and earnest consideration from mothers and teachers everywhere, remembering that only by being true ourselves can we help others to be true.

In his book, "Character," Samuel Smiles says: "Of all mean vices lying is the meanest. It is in some cases the offspring of perversity and vice, and in many others of sheer moral cowardice. It assumes many forms, such as diplomacy, expediency, moral reservation, equivocation or moral dodging, reticency, exaggeration, disguise or concealment in making promises, or allowing them to be implied, which are never intended to be performed, in refraining from speaking the truth when to do so is a duty."

Ruskin says: "Accustom the children to close accuracy of statement, both as a principle of honor and as an accomplishment of language, making truth the test of perfect language, and giving the intensity of a moral purpose to the study and art of words, thus carrying the accuracy into all habits of thought and observation, so as to think of things as they truly are, as far as in us rests; and it does rest much in our power."

Solomon said: "Lying lips are an abomination to the Lord; but they that deal truly are his delight."

Pilate said: "What is truth?"

Jesus said: "I am the way, the truth, the life"

"An old woodsman once said that no man needs a guide in the forest unless he is afraid of it, and therefore unfit for it—fit only to be guided out of it. Much the same thing might be said of truth. He who is a part of it, who loves it, and sympathizes with it, and has no desire to get out of it and beyond it, needs no guide in it. This was what Christ meant when he said, 'I am the Truth.' He was so identified

and let none of you imagine evil in your hearts against his neighbor; and love no false oath; for all these are things that I hate, saith the Lord."—*Zech. 8: 16-17.*

"Truth is the very bond of society, without which it must cease to exist, and dissolve into anarchy and chaos. A household cannot be governed by lying, nor can a nation."—*Samuel Smiles.*

with it that there was no distinction between himself and the truth. And the same identification with truth is possible for every child of God. When we attain this oneness with truth we shall need no more guides—expounders, theorizers, interpreters. We shall know the truth as it is, and the truth shall make us free."

References.

A good reference Bible. "A Lie Never Justifiable," Dr. Henry Clay Trumbull. Two books that will well repay all the study one can put upon them.

"O Lord, in whom is truth, help us, we entreat thee, to speak the truth in love, to hate a lie, to eschew exaggeration, inaccuracy, affectation."—
Christina G. Rossetti.

We reprint, at request, the recent discourse on "Things That Make a Man," by Robert E. Speer, which appeared in the *Forward*, of Philadelphia:

Truth first. No liar can be a man, for truthfulness itself is the greatest element in every true man, and it is the necessary foundation of every other worthy quality. All men instinctively recognize this. Our race has a constitutional hatred of liars and lies. "To give the lie" is the extremity of reproach and condemnation. However undeveloped the moral judgments of children may be they at once pronounce lies bad. I once asked a company of children in Bergen Point, N. J., what kinds of sins there are. They at once replied, "Good sins and bad sins." A little startled by the boldness and comprehensiveness of this classification I asked them what were the worst of bad sins. "Lies," they instantly replied.

Every boy and every man shuns a liar. He carries with him the atmosphere of repulsion. Strong haters of lies are always attractive to us. The spirit of manliness responds to the strong loathing of a lie. It was largely on this account that Charles Kingsley was so popular. He detested shams and he scorned all lies. Some one gave him once a "Mental Photograph" book in which to write. One question was, "What is your *bête noire*?" "A lie," he wrote. And his wife dedicated her delightful biography of him:

TO THE BELOVED MEMORY OF A RIGHTEOUS MAN

Who loved God and truth above all things.
A man of untarnished honor—
Loyal and chivalrous—gentle and strong—
Modest and humble—tender and true—
Pitiful to the weak—yearning after the erring—
Stern to all forms of wrong and oppression,
Yet most stern toward himself—
Who, being angry, yet sinned not.

Some of the ancients saw as clearly on this subject as we see. "I will not stain speech with a lie," said Pindar. "The genuine lie is hated by all gods and men," said Plato. "That man has no fair glory," said Theognis, "in whose heart dwells a lie and from whose mouth it has once issued." And tho lying is the great sin of heathenism, theoretic lly at least many among the heathen recognize its debasing loathsomeness. There is a Hindu saying that "The sin of killing a Brahman is as great as that of killing one hundred cows, and the sin of killing one hundred cows is as great as that of killing a woman, and the sin of killing one hundred women is as great as that of killing a child in the womb, and the sin of killing one hundred children in the womb is as great as that of telling a lie."

And in this matter, as might be expected, the Bible is outspoken and explicit. "Ye shall not lie one to another," said the Levitical code. One of the Ten Commandments is a law against falsehood. "A poor man is better than a liar," was the Oriental phrasing of one of the Proverbs. "Lie not one to another," wrote Paul to the Colossians.

A lie is always sinful and wrong. There are no circumstances in which a lie is justifiable. God cannot lie, and what God cannot do himself no man can ever be justified in doing. All lies are of the devil, who is the father of lies, and every man who lies shows himself to be in that course the child of the father of lies and not of the Father of Light, with whom is neither variableness nor shadow of turning.

Men can lie by life and conduct as well as by lip and word. Truthfulness is far more than a quality of speech. The man who would be a man must be true thru and thru. There must be truth in the inward part, and all the outer expression of his inner life must be true. He must be true to the traditions of the past, to the responsibilities involved in the relationship he bears to home and loved ones. He must be true to himself. As Polonius said to his son Laertes:

This above all, to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.

He must be true to the great, weary world which needs his unselfish service. Young men are false and in the basest sense untrue if they work in this world for their own ends and do not work in this world for the ends of Christ. The man who tries to see how much he can get out of the world instead of how much he can give to it, who is here for gain rather than for use, is an untrue man. The man after God's own heart will be true to God's Son and God's world, and

he will discover at last that so, and so only, was he true to himself.

For into that Great City, where the true men are to gather, no liar, nor any man that maketh a lie, is to be allowed to enter; but only those who have never feared the face or the gaze of any man, and who will not fear the searching judgment of God because they have heard and heeded the solemn lesson of "The Scarlet Letter," "Be true! Be true! Be true!"

FROEBEL'S MOTTO.

"The Knights and the Bad Child."

E'EN as a magnet, goodness draws the good;
A magnet does not plot, in scheming mood;
It simply *is*, and so attracts.
Oh, help your child to feel this in his heart:
Evil repels, but goodness without art,
Still, but resistless, like a magnet acts!

SLEEP SONG.

GOOD-NIGHT, my care and sorrow!
Good-night, if not good-bye;
Till the breaking of the morrow,
At my feet your fardels lie.
Good-night, my care and sorrow!
I am launching on the deep;
And, till the dawning morrow,
Shall sail the sea of sleep.
Good-night, my care and sorrow!
Good-night—perhaps, good-bye!
For I may wake tomorrow
Beneath another sky.
Good-night, all cares and sorrows!
Welcome my boatlike bed!
None or many my tomorrows,
This one night is overhead!

—*Harper's Bazar.*

Normal Training Exchange

For Primary Teachers and Kindergartners.

THIS department will appear in each issue of the current volume XI, new series, of the KINDERGARTEN MAGAZINE. It will bring plans, programs, outlines, and accounts of experimental and creative work being done in the typical schools of the country. Contribution for future numbers are offered by Superintendent S. S. Dutton, of Brookline; Miss Sarah Brooks, of St. Paul, and Miss Bettie Dutton, of Cleveland.

MISS LOUISE ARNOLD ON THE CO-OPERATION BETWEEN KINDERGARTENS AND PRIMARY SCHOOLS IN BOSTON.

MY DEAR MISS HOFER: I am assuming your consent, as I write this very informal report of the attempt at coöperation between the kindergarten and the primary school in Boston. I have thought it wise to ask some of the teachers to describe the work which they have actually done, since their teaching illustrates the common effort to bring these schools into the right relation. Two years ago the board of supervisors made a formal report to the school committee of Boston upon the relation of the kindergarten to the primary school. In this report various suggestions were made as to steps which might immediately be taken. It was recommended that primary teachers acquaint themselves fully with the principles of the kindergarten and the kindergartner with the principles, practice, and conditions of the primary school; that the primary teachers be invited to the kindergarten meetings whenever this was practicable, and that the primary meetings be open to the kindergartners; that the children who have had kindergarten training should be grouped accordingly in primary schools, and their progress carefully noted, to the end that the course of study for the first grade should be made to properly succeed and extend the work of the kindergarten. The use of the kindergarten rooms for marching and games was advocated, and the committee was urged to limit the number of pupils in the lowest grade, so that the teachers might be able to give more careful attention to the individual.

These suggestions have been followed in varying degrees in the districts, according to the conditions in the schools. The spirit of the kindergarten is felt more and more in the primary

school, where it tends to overcome the old traditions of school-keeping. Songs and games are attempted in a great number of the schools, and some of the occupations of the kindergarten are continued as busy work, so called.

Kindergartners and primary school teachers consult together in the friendliest spirit. Our director of kindergartens has several times addressed the primary teachers, and I have had the pleasure of talking with the kindergartners at some of their meetings.

One of the conditions which must be met is this: Altho we have a kindergarten in every district, the number of children entering the first grade is greatly in excess of the number in the kindergartens. Furthermore, many parents send to the primary school children who ought to be in the kindergarten, because the primary school cares for the children thru two sessions, and the parents are thereby relieved. We therefore find in our first grade classes three classes of children: those who have come from home, yet are prepared to undertake primary school work; those who come from the kindergarten and have had some kindergarten training; and those who are young and immature and need the training which the kindergarten supplies, yet whose parents insist upon their remaining in the primary school. As a matter of fact, the children who have had the full kindergarten training advance much more rapidly than do the children who come to the primary school without such training. In certain schools the kindergarten children have been separated from the other pupils entering the first grade, and have been taught by teachers who understood the work of the kindergarten. In almost every instance these classes have completed the primary course in two years instead of three. This is not the greatest proof of the advantage of the kindergarten, but it is a convincing statement when parents question its virtue. It is not possible to make this experiment in every district, because classes often contain but a small sprinkling of the kindergarten children. In the near future, however, the primary course will undoubtedly be modified so that it will properly meet the needs of these children.

The teachers whose letters are inclosed have referred to their experience with the games, occupations, and excursions. I am glad to know the constant increase of endeavors to extend all three features of the kindergarten. The study of poems, the stories, the observation of nature, have so long held their place in the primary school that we can hardly assume that they are due entirely to kindergarten influence; but the common practice in the primary school is to continue intelligently the morning talk and the story hour, and to extend the observation of nature and of human experience. The difficult task of escorting classes of children thru the streets of the city, or thru park or field, is frequently accomplished by our teachers in the manner which one of the accompanying letters describes. In many cases the

difficulty is increased by the necessity of changing cars, or crossing the ferry. The blacksmith, the farmer, the gardener, and the carpenter are frequently visited at their work. Birds, cats, dogs, and fishes, with some other animals, are frequent visitors to the schoolroom. Growing plants abound in the schoolrooms, and school gardens are encouraged. The difficulties in the way of such study vary with the varying localities, and the plans of work are accordingly modified.

One of the most encouraging signs of the influence of the kindergarten practice is found in the increasing number of mothers' meetings which are held in the different districts. Only the other day two teachers described to me the mothers' meetings of the day before. Nearly one hundred mothers were present; coffee and wafers were served after the discussion of the school work was ended, and the mothers enjoyed the social hour to the utmost. Such meetings are held, at regular intervals, in many of our school districts, and are reacting most favorably upon both school and home.

So much for the signs of a movement which we feel is in the right direction. Much remains to be accomplished, and we still have much to learn. The assembling of eight hundred children in a single building, in itself gives rise to conditions which are of necessity somewhat formal and unnatural. To preserve the advantage of such coming together, and prevent all disadvantage is a difficult problem, and we are slowly learning our lesson. Much has been gained when both kindergarten and primary school teacher have learned to think of themselves as co workers, members of a great army of teachers who are striving to solve common problems and achieve a common result. We can but welcome every sign of such coöperation and mutual interest and understanding. Very sincerely yours.—*Sarah Louise Arnold.*

Newton Center, Mass.

BOSTON TEACHERS TELL HOW KINDERGARTEN CUSTOMS ARE RETAINED IN THE PRIMARY SCHOOL.

MY DEAR MISS ARNOLD: In response to your request, I thought possibly a few words upon the value of the kindergarten games to the primary school might prove of interest.

A few years ago I visited for the first time a most delightful kindergarten. I was especially interested in the twenty or thirty minutes devoted to the games, and it was while watching the happy little faces in their enjoyment of perfect freedom that the idea came to me: "Here is at least one connecting link between the kindergarten and primary school." Then an array of doubts blurred the hitherto delightful picture. *Would* primary children enjoy these games? Would the freedom become disorder? What about the desks and all the paraphernalia of a first grade room? With what spirit would nine-year-old John enter the ring to play

with five-year-old Mary? "But it is worth a trial," I thought, and so I gave it the trial.

For several years I had no children from the kindergarten in my class. This year I have ten, and such a comfort they are! For the first few days, when the hours were long and the thermometer registered in the nineties, these ten kindergarten children proved to us the value of playtime.

We are allowed by our present curriculum twelve minutes a day for exercise, divided into three periods of four minutes each. This word "exercise" means much. It includes the day's orders of the Ling system, marching, and games. The gymnastics and marching form a part of the morning work; the time for games is allotted to the afternoon.

It is not my purpose to discuss the time limit for games, but I believe that the program of the first grade should be most elastic, fitted for the demands and needs of the class. With this in view we devote from ten to fifteen minutes per day to our playtime. The provision for the games coming in the afternoon is wise. The last two hours, after a short and hurried noon, find the children in a much more restless state than in the morning.

But before explaining about our games I would like to say a word about our marching. To lead the march is a great honor. Before we lost our piano we marched to music. Now we do the next best thing—sing. We are very fond of the little marching song, "Take a flag and march away," and the addition of caps and flags adds to the reality. One year I had a boy who played surprisingly well on the harmonica. He was one of the aforementioned large boys whom illness had prevented from coming regularly to school. I cannot begin to tell you how the children loved that harmonica, nor with what pride it was played.

Our game time is at half-past two when school begins at one-thirty, and at three when school begins at two, midway in the session. We form our ring in the first and last aisle. This leaves the side aisle clear, and by standing close to the desks at the front and back of the room we have sufficient space. Our cross aisle proves a great blessing, forming the center of our ring. Among the games we often play are the following: "Little Travelers," "Did you ever see a Laddie?" "Fly, Little Birds," "My Pigeon House," "The Stream," "The Orchard," "In a Hedge," "Come and Skip with Me." The games of the "Senses," "Willie, Turn your Face Away," "To the Great Brown House." The trade games—"The Blacksmith," "The Farmer," "The Cobbler," etc., the desks making excellent benches and forges. After playing "The Blacksmith," our new poem, "The Village Blacksmith," is a real thing.

Sometimes we do not form a ring, but play our games by rows. "The ponies are out for a trot" (around the room they go). "The pigeons are out for a hop." "The butterflies are seeking honey

among the flowers" (buttercups here and clovers there). "The little birds are all asleep in their nests" (how quiet we must be!). "The squirrels are looking at me with their bright eyes" (the chairs serve well as temporary branches).

But all this takes time. How we begrudge it! Five times ten is fifty; yes, fifty minutes; nearly an hour a week devoted to mere play. Is it worth while? I wish it were two hours a week as I think of the pleasure and profit derived from our playtime. "To ask little children to come from their natural, joyous play-life into an atmosphere of rigidity and strained, unattractive propriety is to ask them to live in darkness instead of daylight. And then we blame them because they do not like it." Have we forgotten the old adage, "All work and no play?" Must the little primary child, just because he has graduated from his kilts and kindergarten into the more dignified era of trousers and pockets and primary school be deprived of his natural birthright—play? Shall the rigidity of the Ling system, and the unceasing "sit up straight" of the over-anxious teacher be substituted? Some concentrated gymnastic work is good, but not without a judicious amount of play, thus making a harmonious whole. We have a way of forgetting that some freedom of exercise is a necessity. I believe the child is never happier than when he is free—free as the birds of the air—he flies, he hops, he skips with the utter unconsciousness of childhood. True, he needs direction, lest the spirit of freedom become one of disobedience.

The whole air of the schoolroom, the mental and moral atmosphere, can be purified by the spirit of the games. Madeline is chosen day after day for the mother bird because "she is so gentle." "Earle makes a nice father bird, he flies so quietly and slowly." "I like to skip with John, because he is careful of the corners." Little childish expressions, but embodying many of the great lessons of life, and teaching them in such homely, everyday ways that the lesson is learned unknowingly.

I know only too well the nervous anxiety over an already "filled to overflowing" program, but the balm for these very nerves in teachers and children can be found in the quiet, gentle, and loving influence of the kindergarten games. Sincerely yours.—*Louise Robinson.*

MY DEAR MISS ARNOLD: You wish me to write you what I think of kindergarten trained children and what I do to continue the work of the kindergarten in my own school. Of the influence of this training it is comparatively easy to speak, for its effects are so clearly seen. I find the child who has spent two years in a good kindergarten is ready for the work of the primary school. The muscles of his fingers have been so trained that he is ready to use the pen or pencil for writing and drawing, ready to cut and fold paper, ready to handle material for seat work, and this training

of the hand has had a corresponding development in the brain, and his mind is ready to intelligently guide the hands and to grasp new ideas. The eye has been so trained that he is ready for the color, form, and observation work. The ear has been so trained that he is ready to listen, and this means so much more than one can possibly say. His number experiences have been many and varied. In fact, the body, mind, and soul of the normal child who has had two years of kindergarten training have been so awakened that the teaching of language, nature, number, drawing, and music becomes a delight alike to the child and teacher.

I could easily write you much about this equipment, but to tell what I do to carry on the kindergarten work is more difficult, for it is the spirit, that intangible something that one cannot express that has to be carried on into our work, and that strives for development along the same lines by different means. The primary school is not merely an advanced kindergarten, nor is one who has studied only kindergartening fitted at once to carry on the work of the primary school, as is sometimes claimed.

The first problem is what to do with these children whom the kindergartner has been striving to make express themselves, and has succeeded to such an alarming extent that they are unable to sit still, and all want to talk at once about everything that occurs. Is this freedom good or bad, and what must be done with it? One must forget that one has nerves, and cheerfully, gradually, skillfully turn this tremendous noise and force into legitimate channels, converting it into that mighty power that shines out in the little faces and makes all their really hard tasks a delight. I think this freedom a fine condition for growth. To check it at once not only counteracts the work of the kindergarten, but cannot but end in disaster to the child.

Using the songs and games in connection with lessons helps along this line. After or during a writing or drawing exercise, one of the finger plays, "This is Little Tommy Thumb," "Thumbkins Says I'll Dance," "Twinkle, Twinkle Little Star," or the "Pigeon House," not only acts as a safety-valve, but rests and strengthens the fingers and brain. In teaching words one can often use a game. When we have "fish" we play "The Little Fishes," "skate," the Skating game, and countless others, and the thought is put back of the word in such a way as to be recalled with ease and pleasure. When we study five we have the Chick-a-dee game. When the children become tired and restless two or three minutes spent in playing the Visiting game, where they sit in their seats facing each other and shake hands while they sing the song, will work wonders, and the time is more than compensated for in the zest with which they work afterwards. The "Flying Birds," "The Hopping Birds," "The Little Travelers," and many others, can be used in the same way.

Few of the occupations can be carried from the kindergarten

to the primary school, as the material is so expensive, nor does it seem to me necessary. Our kindergartner has continued the folding in my class with excellent results, coming in for fifteen minutes two afternoons a week. Much of the seat work can be based upon the occupations in the stick laying, tablet, and peg work, paper folding, cutting and tearing, and color work. The morning talks and the excursions to the fields have become so much a part of the primary school program that we sometimes forget that they are a continuation of the kindergarten, and came to us thru its influence.

When there are not too many children in the kindergarten I send some of mine in each day to play the games with them. Until this year the kindergarten room has been in our building, and we have used it for the games in the afternoon; now I have to have them (games) in my own room, with sixty-four desks and several movable chairs, but it pays, for the physical gain in freedom and grace of movement, and the spiritual gain in the child's losing himself in the appreciation of life outside himself, cannot be over-estimated in the formation of character.

One sometimes hears it said that time cannot be taken for these things and do the regular work. It is because I take time for them that I am able to do the other work. It is like taking time to oil your wheel when it runs hard; you lose five minutes in oiling and gain an hour in speed. It is just these seemingly unimportant exercises, games, and occupations that awaken the child to life within and without, and make it natural and easy for him to do the work that used to be drudgery.

When I think of what the kindergarten has done for the work in my grade, I find no words with which to express my obligation and gratitude. Very truly yours — *Lena L. Carpenter.*

Hillside School, Jamaica Plain.

DEAR MISS ARNOLD: We endeavor to continue our work in the primary grades along the same fundamental lines followed in the kindergarten, changing methods and materials as the child's needs require.

We continue the excursions, begun in the kindergarten, taking them more frequently. Being favorably situated, within a few minutes' walk of the "wilderness" in Franklin Park, we are able to see many interesting things within a short distance.

I can't imagine how I ever got along without the help which these walks afford. Not a day passes but that some of our experiences, gained in this way, are referred to by scholar or teacher. In literature, especially in poetry, which is full of allusions to the phenomena of nature, the information gained in this way is invaluable.

The children so much enjoyed learning a little poem by James Whitcomb Riley, which embodied many of their experiences while taking their "school walks"—

Little brook, sing to me.
Sing about a bumble-bee
That tumbled from a lily-bell,
And grumbled, mumbly,
Because he wet the film
Of his wings, and had to swim,
While the water-bugs raced round
And laughed at him.

Little brook, sing a song
About a leaf that sailed along,
Down the gold-braided center
Of your current, swift and strong.
And a dragon-fly that lit
On the tilted rim of it,
And rode away,
And wasn't scared a bit.

The brook was a reality to them. Had they not seen and heard it many times "singing over the stones"? The bumble-bee was an intimate acquaintance. Many a lily-bell had they spied in the neighboring gardens. Water-bugs skated on the surfaces of the pond and brook they knew so well. Leaves were often sailing in both. Their attention had been called to the heaping up of swiftly running water in the centers of gutters, and in the brook. The sun shining upon it completed its likeness to a golden braid. And the dragon-fly was often their companion, for a short time, in their tramps thru the park.

One had only to see the deep enjoyment of the children, as they recalled these things in the beautiful words of the poet, to feel that, in aiding the child to acquire these experiences, the teacher was doing more for his moral and mental growth than could easily be done in any other way.

No extended walks are taken during the cold weather. The children have many opportunities for observation on their way to and from school. Trees abound, and frequently the winter birds are found in them.

Early in April we begin our weekly excursions, and continue them after vacation till November.

We always notice the weather, the changes in foliage, the effect of light and shadow on the landscape, and anything interesting found during former walks. Besides these general observations we have a definite object. An outline of our work last year may interest some teachers. During April we observed the early flowers in neighboring gardens—snowdrops, crocuses, hyacinths, and later, tulips, swelling buds, early wild plants, returning birds, and different kinds of squirrels. We also went to see the shearing of the park sheep.

In May we paid especial attention to birds and their songs, the bursting forth of the leaves on the trees, the singing of the toads in the ponds, and the swelling waters of the brook.

In June we studied the trees, to be able to identify them by the leaf; continued the subject of the birds, and took a journey to a high rock, from which a good view of Blue Hills and the surrounding country could be enjoyed.

In September we collected grasshoppers and crickets, caterpillars of various species, and quite a variety of seeds. The large caterpillars obligingly spun their cocoons, and are now reposing in the schoolroom awaiting resurrection.

In October we studied the changing colors of the foliage, noticed the departure of most of the summer birds, and continued the study of seeds. Also studied the evergreens, that we might distinguish the different varieties.

We are now eagerly looking forward to the time when we shall again turn our faces toward the woods. Cordially, *Mary E. Whitney.*

Margaret Fuller School.

BUBBLES.

I.

I STOOD on the brink in childhood,
 And watched the bubbles go
 From the rock-fretted, sunny ripple
 To the smoother tide below;
 And over the white creek-bottom,
 Under them every one,
 Went golden stars in the water,
 All luminous with the sun.
 But the bubbles broke on the surface,
 And under, the stars of gold
 Broke; and the hurrying water
 Flowed onward, swift and cold.

II.

I stood on the brink in manhood,
 And it came to my weary brain,
 And my heart, so dull and heavy
 After the years of pain,—
 That every hollowest bubble
 Which over my life had passed
 Still into its deeper current
 Some heavenly gleam had cast;
 That, however I mocked it gayly,
 And guessed at its hollowness,
 Still shone, with each bursting bubble,
 One star in my soul the less.

—*William Dean Howells.*

MOTHER-PLAY BOOK STUDY QUESTIONS.*

FOURTH SERIES. VI.

SUSAN E. BLOW.

Lesson of The Knights and the Bad Child.

(See page 247 in "Mottoes and Commentaries.")

2537. What *is* a bad child.
2538. How does a bad child differ from a bad man?
2539. What three stages of moral evil are recognized by Dante in his "Divine Comedy"?
2540. How does Dante describe these three stages? (Inferno, Canto XI, lines 16-90.)
2541. To what book of ethics does Dante refer in line 80?
2542. Have you ever studied this book of ethics, and if so, will you state in Aristotle's words the "three species of things which are to be avoided"?
2543. Will you also summarize the ideas on moral education which you may have received from the ethics?
2544. How does incontinence differ from malice?
2545. What are the several forms of incontinence?
2546. Into which of them do young children most frequently fall?
2547. How do you think they should be dealt with?
2548. What does Froebel say in paragraph two of the Commentary on The Knights and the Bad Child, with regard to the causes of discontent, crossness, and sulkiness?
2549. Does he look upon the young child as a reprobate or as a victim?
2550. What does he say is the best way to help him?
2551. Have you ever known mothers or nurses who tried to distract the child by noise?
2552. What was the effect?
2553. What special distractions does Froebel suggest?
2554. How does he connect the play of The Knights and the Bad Child with these suggestions?
2555. Do you ever play this play in your kindergarten?

* Began in issue of KINDERGARTEN MAGAZINE, September, 1895, Vol. VIII. Back series can be furnished to a limited number of applicants only. Correspond for rates.

2556. How do you play it, and what is its effect upon the children?

2557. Should the bad child have any individual impersonation?

2558. What great dangers would be incident to such impersonation?

2559. How would such impersonation contradict the spirit of the game?

2560. In what passage of the "Education of Man" do you find the thought embodied in the play of The Knights and the Bad Child? (See Education of Man, pp. 22-23.)

2561. What important suggestion is made in this passage with regard to the endurance of small suffering?

2562. How do parents and kindergartners cultivate in children an impatient spirit?

2563. Do you believe with Small, that "endurance is the crowning quality, and patience all the passion of great souls"?

2564. If so, are you not culpable when you do not consciously seek to overcome impatience?

2565. Since the faults of little children are generally faults of incontinence, may we err by imputing to the child more conscious and worse motives than those by which he is really inspired?

2566. What does Froebel say in the "Education of Man" in regard to the nature of man? (Education of Man, pp. 120-22.)

2567. Do you agree with his views on this subject? If so, why? If not, why not?

2568. What does Froebel say with regard to the principal sources of childish defect?

2569. Would Dante seem to agree with this opinion? (Purgatory, Canto XVI, lines 85-94.)

2570. Did Froebel himself ever suffer in childhood from misconception of his motives? (See autobiography of Friedrich Froebel; E. Michaelis and H. Keatley Moore, pp. 3-6; also, pp. 14, 15.)

2571. Do you suppose Froebel's reminiscences of childhood helped him to understand children?

2572. Should you say that one of the best methods of child study was the recall of one's own childish experiences?

2573. What advantage has this method over others?

2574. What are its disadvantages?

2575. How may it be supplemented?

THE THIRD NATIONAL CONGRESS OF MOTHERS.
HELD SUCCESSFULLY, NOTWITHSTANDING STORMS
AND BLOCKADES.

ST. VALENTINE'S DAY, 1899, brought, instead of flocking delegates to Washington, D. C., the unprecedented snowstorm which stalled the trains in every direction. Men and women straggled into the capital city during the following three days, bringing thrilling tales of how they were held up by the gently falling flakes. The congress program was shifted a day, and while the audiences were small, every promise of the fine program was made good, not a single speaker failing to appear in due time. The entire corps of officers was present, with the exception of the recording secretary, Mrs. Robert Cotten, who was not only snowbound herself, but was unable to forward her report by mail.

The regular work of the congress was begun on Wednesday morning, February 15, the address of welcome by Mrs. Theodore Birney opening the program, from which we make the following extracts:

With an unalterable conviction that in the home lies the only solution to the problems which confront the world today, we have striven to reach the mothers of our land, and thru them the fathers, because it is they who have in their possession the priceless material of which future civilization will be wrought. Are they building of stone or sand? That should be the question of most consequence before the world, and yet is it so regarded?

ALL ARE BENEFITED.

Every individual club and organization reaps a direct benefit from any righteous, national movement, and it is, therefore, fitting that they should combine their efforts with those of the national body, in order that the work may be extended in all sections of the country. Since time and distance are practically annihilated, to concentrate upon local work to the exclusion of coöperation with national effort is like placing salve upon an ulcer, which only the purification of the circulation can permanently cure.

National evils require national remedies. I claim, without hesitancy, the greatest evil today is the incompetency, the ignorance of parents, and it is because of this evil that others exist. Most sin is the result of ignorance in one guise or another.

When character building begins in the cradle, and is given the greatest prominence in all educational work, then will principle rather than policy dominate the lives of men and women, and truth and justice, twin attributes of character, will sit enthroned in human consciousness. Then will cease the wild, mad worship of mammon, for mere wealth will not be accepted as a substitute for that which is above all price—a noble manhood or womanhood. The question will not be "What has he?" but "What is he?"

Some of the great clubs of the country have departments devoted to child study and the home; others, while covering every imaginable outside issue, have so far ignored these great fountains of national well-being, forgetting that no work of permanent value can be effected which leaves out the essential factors of character building and proper development thru home life.

No cause is greater than that in which we are enlisted, and no misrepresentations, no criticisms can daunt us, for we are working for the weak, the helpless, the innocent trusting ones of earth—the little children. Do you not hear their wailing cries? They come from asylums for blind, deaf, and otherwise defective children; from the slums of our great cities and from the palaces as well, for the misunderstood child of the rich merits sympathy almost as much as the baby in the crowded tenement. And why these piteous wails? Because of the ignorance of parents.

WORD TO FATHERS.

And now a word to the fathers. We need your sympathy your aid in this movement which revolves about the home, for in that home your influence makes for weal or woe. Your ignorance or your indifference is as fatal in its way as that of the mother, and without your coöperation her most earnest efforts must fall far short of the results she may be striving to attain. Life is such a brief journey, after all, why not let us endeavor to so pave the way that it may be a glad, triumphal march to those who come after us? No true-hearted man will shirk his duty in this crusade for the children, a warfare as glorious, I think, as any man ever waged on a field of battle, and a warfare in which the old and feeble, as well as the young, may enlist.

The responses were made by Mrs. Mary E. Green, the president of the National Household Economic Society, and by Mr. Horace Fletcher, author of "That Last Waif."

Mrs. Green advocated the establishment by Congress of a national health bureau, which should be used for the dissemination of information about the care of children, about tuberculosis in men as is now done in the case of animals, about the dangers of polluting the streams with sewage, and in general the health of the nation.

Mr. Fletcher's exposition of the new movement, which he has named "Social Quarantine," interested the audience greatly, several members of the congress at the close of the meeting asking how they could put the educational quarantine into operation in their home cities. As a citizen, a father, and philanthropist, Mr. Fletcher's right to a place on this program was unquestioned.

Dr. Stanley Hall gave a lecture on adolescence on the first day of the congress, impressing many with the equal importance of a scientific study of older children, arousing much discussion among the members of the congress as to whether our high schools are adequate to their opportunities. He described at some length the characteristics of this period of life, and referred especially to the craving for excitement, and said that in its highest stage it was manifested in the love of the beautiful and in its lowest in dissipation. He said that it was important that the child at this time should have plain food, should sleep on hard beds, and have plenty of exercise.

The Thursday evening meeting was held in the parlors of the Cairo hotel, owing to the heavy storm which prevented delegates from reaching the church. The screen for Dr. Tolman's illustrated lecture was arranged, and a group of one hundred people were entertained by his lecture on "Industry Idealized." Dr. Tolman is the secretary of the League for Social Service, and has adopted the title of "The Social Engineer." He gave an account of several of the greatest manufacturing centers, both English and German, and closed with some thirty fine slides, illustrating the work of the National Cash Register Company of Dayton, Ohio. He certainly gave a new picture of the character and temperament of such men as Krupp, Van Marken, and the Patterson brothers. The fact that Mr. Krupp employs 44,000 human beings, including all ages, and that his motto reads: "The solicitude of our work should ever be the welfare of our people," was an inspiring piece of information:

DR. JOSIAH STRONG,

as president of the League for Social Service of New York, better known to our readers as author of "The Story of Our Country," spoke eloquently on "The Supreme Peril of Modern Civilization," naming that peril as the materialism born of success. Dr. Strong considered the home the center of civilization, declaring that it determines the character of the child, and that the spirit-

ualizing of civilization was in proportion to the intelligent home making. Every reform, he said, divides society into three classes: the friends of that reform, its enemies, and the indifferent class. Such work as that of the Congress of Mothers was the Gibraltar of every reform. He defines the city slums as the magazines of social dynamite.

The Mothers' Congress is to be congratulated upon the program of its third session, which was broad and culturing in the best sense of the word. The time given to the consideration of social questions on this program indicates the future work of the congress to be even more in the direction of educational reforms than it has been in the past.

GEORGE JUNIOR REPUBLIC.

The address by Rev. E. Lawrence Hunt, former president of the George Junior Republic Association, was one of the most refreshing of the entire congress. He brought with him Arthur Anderson, one of the Junior Republicans, who answered the questions of the audience in the vernacular of a fourteen-year-old city street boy, but with the intelligence bred of two years' stay at the Republic. One of the ladies in the audience asked the question whether girls were paid the same as boys for similar work in the tin money of the Republic? He answered: "If they are smart enough to do good work they get good pay; it doesn't matter whether they are girls or boys." When asked whether the girls were given the same rights of ballot he gave a comical account of how woman's suffrage was secured thru the help of the political party known as the "Small Boys," and how the girls, misled by the opposition party to sign papers without investigation, "were fools enough to vote that they could not vote." Mr. Hunt is interested in the organization of a National Junior Republican, plans being well under way to establish the same midway between Baltimore and Washington, where the principles of a pure republican form of government may be systematically presented to boys, and where specialists may be trained to teach this branch in all boys' schools of the country.

MISS LUCY WHEELOCK

was privileged to represent the kindergarten cause on the program, and spoke in her usually gracious manner on "Froebel's Text-book for Mothers." She opened her address by saying, "I am

well aware that mothers can teach me more than I can teach them.' She referred to the Madonna and the Christ-Child in art and literature as being the types of motherhood and childhood for all time, and how Froebel was in line with the sentiment of the great artists and poets in producing this book, which should make it possible to carry the ideal of motherhood and childhood into the daily life of all people. The book was intended for both mothers and children, to supplement and not supplant the mothers' natural instinct and wisdom; but as Raphael has placed the halo about the head of the great mother, so Froebel would keep intact the halo of childhood and motherhood thruout the world. Miss Wheelock gave a careful analysis of the entire book, grouping the contents into two factors, namely, the study of the child as an individual and the study of the world to which he is to adjust himself thru life. She found that the two Mother Plays which suggest the basis of all the others are "The Tossing Limbs" and "The Falling, Falling." The peculiarity of sense training, as presented in this book by Froebel, is that the child may gain thru his senses not only knowledge of things, but of principles and processes behind the things. She presented the need for nature study and nature loving in poetic and beautiful form, quoting from Hamilton Mabie that, "One of the first efforts of education should be to preserve the child's native attitude toward nature." And again, quoting from Emerson, the child, like "the poet, puts eyes and tongue into all he sees."

Miss Williams, of Philadelphia, following Miss Wheelock, discussed the kindergarten topic in a humorous and possibly facetious way, giving many incidents of current methods in treating babies under the kindergarten age. She recommended the reading of a recent article in the *Pedagogical Seminary* on, "Good Men Who Have Had Good Mothers." She also reminded the audience of the delight and refreshment to come from home singing and home music.

PARENTAL DUTY IN EDUCATION.

One of the ablest papers of the entire congress was that of Mrs. Joseph P. Mumford, a member of the Philadelphia board of education, and we take pleasure in printing the climax of her argument on the front cover of this issue. Mrs. Mumford reviewed the public school ideals of the past and the present, saying: "I can remember well the impatience of my parents when

they found I was not to be trained exclusively on the spelling-book. The departure from the spelling-book drill marked the beginning of an evolution. The great indifference to the modern school movements is due to the fact that parents are ignorant of the needs of their children. Parents can usually tell whether the little one has had the mumps or measles, or whether he has been vaccinated; but as to his physical and moral tendencies, as to where he should be guarded or where forced, there is little suggestion to be gained from those who have brought this being into the world." Mrs. Mumford stated that she wished to appeal, not so much to the uninformed and unenlightened parent, as to "the good American citizens born on the soil, bearers of the colonial and revolutionary traditions, traveled, cultured, whose hearts thrilled with pride at sight of stars and stripes, and who are wont to boast of the preëminence of our system of American education." She decried the indifference on the part of Massachusetts and Illinois women to take part in the voting for school privileges, believing that it was the first duty of all American women to feel a personal interest in the American schools. She said: "You can measure the intellect of any community by the tone and quality of the public schools of that community. The women of the leisure class have it in their hands to raise or lower the tone." Mrs. Mumford urged a special training and education for the girls, since 80 per cent of all the women in our country conduct homes, many of them opening new homes soon after leaving school. She read the following statement with strong emphasis:

"As a foundation work for the coming motherhood I would insist that every girl should have, as the capstone of her education, at least one year's training in the theory and practice of the kindergarten. As it is conceded that 80 per cent of them are to become wives and mothers, how utterly lacking in practical common sense is the present custom of ignoring any training which shall lead up to this inevitable vocation of the vast majority." She declared that up to the present time there had been no education for girls and women. Mrs. Mumford was followed by

SUPERINTENDENT POWELL, OF WASHINGTON,

who was equally radical in asking parents to give the schools the right to develop children rather than teach them. He claimed that by the right methods the child should get well in school

rather than, as is only too often the case, be made an invalid. He urged the women to go out from this congress ready to stand for and fight for the new departures in education, commonly called fads, such as manual training, and for the sake of their own children to help initiate these movements. He said: "It is impossible to believe that the God of the universe has given man a brain the full use of which will kill him."

Miss Westcott, of the Washington schools, took up the discussion from the teachers' standpoint of view, believing that it was too much to expect teachers to educate both the parents and the children, as parents, in the majority, were not in a position to sympathize with or appreciate the work of the average teacher.

One of the most stirring addresses of the congress was that made by Mrs. Anna Murray, representing the Colored Women's League of Washington. Mrs. Murray referred to the many illusions which had been held out and pursued in vain since emancipation, and with great eloquence said: "The seed time must be taken for character sowing, not the harvest time. Manual or industrial training will not redeem our people unless built upon the bed rock of character. As a result of Mr. Fletcher's address four Southern women have asked me for help to start kindergartens for the colored children."

THE RELIGIOUS TRAINING OF CHILDREN

was presented by two Philadelphia ministers. Rev. Charles Wood handled the subject in what we cannot refrain from calling a worldly and inadequate manner. His inexcusable use of such a definition of the child as being a "pulp of nothingness" warranted a rebuke from the audience.

The Rev. W. L. Worcester, on the other hand, in a most sincere, straightforward manner, offered numerous practical suggestions as to the Sunday keeping and Bible training of young children. Mr. Worcester would have the sentiment of reverence, not only developed but maintained in the child even at the expense of other learning. His special work being that of the Sunday-school, we were interested in learning of his experience, and his decision to discard the use of even kindergarten materials to any extent in the classroom. He found it wisest to take the simple Bible stories, giving the children a scene here and there without reference to a series of connected lessons, or the International Lessons.

REPORTS FROM THE FIELD.

The most practical element of the congress, in our mind, is the informal reports made from the floor by delegates. What a volume could be written if the records of the many hundred local mothers' clubs could be published. A representative of the Evansville, Ind., club reported that they began with three members, but are today the social and educational center for the entire city. Their representative was timid to the degree of not wishing to make her report from the platform, but was by no means timid in making the most comprehensive request for her club, urging that the Mothers' Congress endow a chair of mother-training in some central university, where leaders for clubs and local work could be prepared.

Mrs. Cook, who is the mother of organization among colored women, reported for the two hundred members of the Washington League, telling of the good work done by that organization in establishing public kindergartens, having now seven for colored children in the city.

Mrs. Hersey, representing the Hartford Motherhood Club, spoke for 160 women, who she said represented two and one-half children apiece. Mrs. Hersey was intent to gather all the suggestions and inspirations possible to take home for her club. She told of a "Baby Day" which was to be conducted by their club, on which occasion each member would bring the homely work, articles of clothing, and nursery appointments, which might be a suggestion to young mothers, the purpose being to give every person an opportunity to take part in the work of the club.

Mrs. Birney's children were brought by the grandmother, Mrs. McClellan, for a little visit at the congress, and many of the delegates were interested to know that the picture of the child on the souvenir program was that of the eldest daughter.

Miss Garrett reported for the work with deaf children, making an earnest appeal that the women interest themselves in providing schools for the thirteen thousand young children in the United States afflicted with partial or entire deafness or muteness.

Mrs. Hillis, of Des Moines, reported for the Iowa Child-Study Society, which was organized in 1894. Her report was one of the most practical records of work accomplished by earnest women organized for child-culture purposes.

The antivivisection cause, as well as that of prevention of cruelty to animals, were represented by able delegates.

Mrs. Hensely reported for a New York mothers' club, telling of the circle within the club which was giving its earnest attention to the reverent study of all questions pertaining to sex life, and closed her report with this statement: "There are in New York state eighty institutions for the care of depraved women and not one class or school for the teaching of women how to care for themselves, and make such institutions unnecessary."

Mrs. Terrill, president of the National Association of Colored Women, made an eloquent address, urging the women to help the colored cause by opening occupations and work opportunities for her people. The congress responded heartily to her address, and the fact that trades unions are closed against colored workmen in all departments created a strong sentiment among the women present.

Many suggestions were offered as to the conducting of mothers' meetings. That it should be a social hour, not merely an hour of instruction, was generally conceded.

A Rochester club reported its "Story Hour" as being especially attractive and refreshing to the mothers. The Rochester Women's Union has merited the criticism that it tries to run the public schools, and their delegate to the congress seemed to feel that this was no objectionable criticism.

Mrs. L. H. Earle, who had served the congress for twelve months as corresponding secretary, made a report showing the eager interest on the part of women in all sections for help and enlightenment in the work of child-rearing. She stated in a concise way the purposes of the congress to be, first, the bringing of specialists before a large gathering of parents annually, and so creating a widespread interest in child culture; second, to provide helpful literature on this subject; third, to stimulate the formation of clubs and classes thruout the country. She expressed the hope that some benefactress might be found who would endow a manual leaflet work which might be carried on for many years to come.

A Texas club reported a membership of thirty mothers who represented 116 children, and the inauguration of a training school for girls with a special reference to child culture.

The Illinois Child-Study Society was represented by Mrs.

Bourland, who gave an able report of the general work of the society as well as its publications.

Mrs. Mary Robert Smith, of Leland Stanford University, presented the subject, "Does the curriculum schools and colleges fit young women and men for the duties of life?" which was followed by an animated discussion in which both fathers and mothers took part, and which developed many interesting experiences as well as criticisms upon said curricula.

One of the most engaging delegates attending the congress was Mrs. D. O. Mears, of Albany, who represented the New York State Assembly of Mothers, of which organization she is president. Mrs. Mears took part in the discussion of the religious training of children, putting forward the ideals of a mother who would have her children appreciate the church and the Sunday-school.

Mrs. H. H. Birney, of Philadelphia, presented a choice and suggestive paper on literature for children, reviewing many books, criticising authors, poems, and stories familiar to the audience. Incidentally she made the statement that she could not find acceptable Ernest Thompson's "Animals I Have Known," describing it as unreasonably sad. However, she strongly commended the "Jungle Books."

The National Council of Women being in session in Washington at the same time, sent as fraternal delegate to the Mothers' Congress Mrs. Adams, who gave an interesting sketch of the evolution of mothers' meetings, holding that the female prayer meeting, as established in 1848, was the first woman's club in this country.

Miss Janette Richards, of Washington, reported that the papers of the Second Congress of Mothers were edited and in order for printing, but that the committee had been unable to carry out the publishing plan owing to lack of funds. Miss Richards made a strong appeal that the future organization of the congress be considered chiefly from the financial point of view, recommending the membership plan followed by the Daughters of the Revolution. Two hours were spent in discussing the point, but it was evident that the sentiment of the leaders of the congress was against an organization, membership to which should depend chiefly upon financial ability.

On motion of Amalie Hofer a "Maternal Delegate" was appointed from the Congress of Mothers to attend the International Kindergarten Union at its next session, to be held in Cincinnati early in March. Mrs. Birney herself was nominated to be this delegate.

"Mr. Lex," is the title of a new book by Mrs. Waugh McCulloch, which puts into novel form the existing laws with reference to women and children in the state of Illinois. It was heartily recommended to the congress by Mrs. McMullen, of Evanston.

The committee on resolutions deserves the appreciation of the entire congress for formulating in so dignified and satisfactory a manner the leading sentiments of all concerned. We publish the resolutions in full below.

Resolved, That the National Congress of Mothers expresses its sense of indebtedness to Mrs. McKinley for her recognition of the congress and its work by her reception of the delegates, and her especial graciousness to the little children of the party.

To Mrs. A. L. Barber for the reception of the ladies at her beautiful home, Belmont.

That we most earnestly thank the press for their faithful work in our behalf, and our appreciation of their valuable assistance in spreading this gospel of growth all over the land, and for the many courtesies which have made the congress a success.

That we express our thoro appreciation and grateful thanks to the generous foster-mother of this congress, Mrs. Phoebe A. Hearst.

To our much loved president, Mrs. Birney, who from the beginning has worked with much earnestness and Christian womanliness; and to the efficient and faithful officers and committees of this congress.

To the delegates and visitors for their cheerful good nature under all the discomfort incident to the unparalleled stormy weather.

And to the railroad authorities for their valuable concessions in fares; to our able speakers and the gifted singer who braved all discomfort, if not danger, to keep their appointments; to our audiences, whose responsive interest has been our inspiration; and to the friends of home and child and humanity, we express our deep and earnest thanks.

Resolved, That we indorse the resolutions as passed by the Second Congress of Mothers.

Resolved, That as a foundation work for coming motherhood, it is desirable that every girl should have as the capstone of her education, special training in the theory and practice of the kindergarten and domestic science.

WHEREAS, The great evils resulting from thoughtlessness and cruelty toward dumb animals are ever before us; therefore be it

Resolved, That we heartily indorse humanitarian education in the home and school, so that our children may not be inconsiderate of the rights to life and happiness of the least of God's creatures.

Resolved, That the National Congress of Mothers approves the work of the "League of Good Citizenship," and indorses its plans for introducing into the public schools the idea of self-government, which shall prepare our youth for citizenship.

Resolved, That the first duty of society is to give every child such environment as will fit him to choose between good and evil.

To this end we give our most heartfelt support to all reforms, which are preventive, educative, and constructive, favoring for all classes of children,

even those physically, mentally, or morally deficient, the same wise kindergarten and home education which shall fit them for their duties of citizenship.

WHEREAS, Mothers and caretakers of children generally are ignorant of the best corrective methods with the child; and

WHEREAS, The National Congress of Mothers deprecates that kind of punishment which inflicts mental and physical suffering; therefore be it

Resolved, That we ask mothers' clubs everywhere to make special study of punishments and rewards in their relation to child training, in order to create sentiment upon this question.

WHEREAS, There is a widespread necessity for a better knowledge on the part of mothers and home-makers as regards hygiene, sanitation, the care and development of the child, and a fuller and better knowledge of food and dietetics, as well as those things which tend to the development of the perfect home.

Resolved, That a standing committee of five be appointed by the executive committee, to be known as the committee on household economics, for the purpose of considering the above questions and reporting upon the same, also to prepare a memorial to Congress petitioning for the establishment of a national health bureau, which shall disseminate knowledge tending toward the health of humanity, fully believing that when this is done there will be a decrease of insane asylums, homes for defectives, criminals, and other reform institutions.

"America looks today, not to legislative enactment nor to public organizations, but to her homes, as containing the bud and promise of her future glory." "Men are, for the most part, what their homes have made them; and as men make communities, and communities make states, and states make nations, it follows that the great power molding the destinies of men and nations lies mainly in the influence of home." "If our homes were all right, everything would be all right, and until our homes are right nothing can be right."

Cannot this congress of mothers, as representatives of the homes of our nation, show a proper realization of the importance and sacredness of the home by sending the following resolutions to Congress:

WHEREAS, The election of a polygamist to Congress threatens the sacred institution of monogamous marriage; be it

Resolved, That the Third National Congress of Mothers request the national Congress of the United States to repudiate the result of the November election in Utah, either by refusing to allow the name of Brigham H. Roberts of Utah to be placed on its rolls, or by expelling him from his seat.

THE TREASURER'S REPORT

showed the receipts of the congress during the past year to be \$984, all of which was being expended in the propagation work, as provided for in the constitution.

The committee on education reported through Miss Bourland, of Illinois, its general outline, which was to include a course of study in Froebel's Mother Play, as well as other courses in child study to be directed by such efficient specialists as Dr. Stanley Hall, Dr. Thurber, and Dr. Harris.

An amendment was made to the by-laws, that the congress be held in the city of Washington every third year when officers are elected.

The reception of Mrs. McKinley to the members of the congress, as well the other social occasions prepared by the women

of Washington, were seriously interfered with by the continued storms.

Miss Hughes had charge of the children's room in the basement of the church, holding kindergarten for the little folks whom it was found necessary to bring to the congress in order that parents might attend.

Miss Max West took charge of the press, and did valiant service by furnishing reports and news of the various sessions to all reporters.

A book exhibit, under the care of Mrs. Cooledge, of Washington, occupied the delegates between sessions, while Mrs. William F. Holzman looked after the general comfort and arrangements for all delegates, constituting herself postmistress as well as information bureau.

Mrs. Birney's final word to the congress was, "Every good cause grows in proportion to the sacrifice and self-giving of its representatives."

“WHAT would you do,” said the little key,
To the teak-wood box, “except for me?”

The teak-wood box gave a gentle creak
To the little key; but it did not speak.

“I believe,” said the key, “that I will hide
In the crack, down there by the chimney-side,

“Just so this proud old box may see
How little it's worth except for me.”

It was long, long afterward, in the crack
They found the key, and they brought it back.

And it said, as it chuckled and laughed to itself,
“Now I'll be good to the box on the shelf.”

But the little key stopped, with a shiver and shock;
For there was a bright new key in the lock.

And the old box said: “I am sorry, you see;
But the place is filled, my poor little key.”

—*St. Nicholas.*

FRESH BOOKS, CURRENT ARTICLES AND DISCUSSIONS WHICH CONCERN ALL STUDENTS OF CHILD LIFE.

"A Study of a Child," by Louise E. Hogan (Harper Bros.), is the detailed account of the first seven years of a normal, happy child. Taking Froebel at his word, Mrs. Hogan has consciously lived with her child, and the interesting panorama of child life which she unrolls before us is valuable alike to the scientific psychologist, the earnest teacher, and the conscientious mother. Psychologists have long urged the desirability of mothers thus studying their children sympathetically, thoughtfully, and with scientific exactness recording facts, and the pioneer in this direction is to be congratulated in having won for her work the approval of Dr. Preyer. The kindergartner will find within its 219 pages many suggestions helpful in her own observation, and may safely recommend the volume to the many parents who are desirous of keeping a record of the child's daily growth, his capacities, interests, and habits, and who may be uncertain how to begin, and what to note down. Simply written, this faithful journal makes most fascinating reading, and we follow with delight the increase in the child's vocabulary, the development of perception, memory, judgment, sense of fun, etc.; the building up of love and trust toward his parents. Taken in conjunction with Mrs. Helen Adler's "Hints for the Scientific Observation and Study of Children," this book will help all who wish to engage in child study, which requires as great patience and exactitude as it has evidently brought joy and delight to Mrs. Hogan. The following paragraphs from the preface and the early chapters will indicate the suggestive character of the entire volume:

Much of the following stated record of the little life which rolled along so serenely and pleasantly may seem of slight value to the general reader, yet none may be omitted, for we are told that the keynote of the whole psychological value of the work might prove to be found in those facts that might be omitted by one who does not know, yet hopes that herein is faithfully pictured the inner life of a child.

Four months old.—A single voice singing would not quiet him, if for any of the numerous reasons of early babyland he was not inclined to sleep; but two voices singing in parts would invariably have the desired soothing effect.

He reached out his arms for the first colored servant he ever saw (a chambermaid with a fresh white cap and apron on), and promptly kissed her. (The record shows thruout a great liking for what he called "lovely white.") He seems to show fear of some things that work in any way that he cannot understand, or where he cannot find the motive power.

The price of the book is \$2.50, which at first glance appears an immoderate price, but the five hundred reproductions of the child's

drawings, illustrating various stages of his development, justify Harper Bros. in thus listing the book. Mrs. Hogan will be remembered as one of the speakers of the First Congress of Mothers held in Washington three years ago, and also as author of that practical guide to young mothers, "How to Feed Children." Mrs. Hogan is a slight, energetic woman, who has made a careful study of Froebel and kindergarten methods, and whose judgment may therefore be trusted in these interesting records of the doings and developings of little Jack, with whom many of our readers are personally acquainted. Sections of a "Study of a Child" appeared in *Harper's Monthly* last spring, stirring much comment among general readers.

"The Making of Criminals" is the subject of a rambling paper by Charles Dudley Warner, which appeared in the January *Arena*, having been read before the last National Prison Association Congress. Mr. Warner strikes from the shoulder at the sentimentalist philanthropist, frankly stating that sentimentality and indifference are the chief barriers to rational prison reform. He stands squarely for the retaining of prisoners till there is satisfactory evidence of reform. He cordially indorses the Elmira system, saying that the prison at Elmira is the most interesting spot in the world; that it is the most interesting place to study all problems of psychology; that it is based partly on the notion of Froebel, which holds that the awakening of one's powers turns on a certain creative activity; and also upon the further notion that men are creatures of habit. The whole Elmira system is based on the ability to form and to change habits. Mr. Warner makes the following unimpeachable statement with reference to prison reforms, which applies equally to any other reform:

It is the fundamental thing in Froebel's system of education that the only way to awaken powers is by creative activity, not by a senseless activity but by an activity that makes something, that does something. Now the main notion in prison reform is that you have got to do something with the prisoner to make him do something. That is the whole problem of education anyway. You have got to make the person educate himself. You simply give him a chance, and he must work out his own salvation; if he does not he amounts to nothing.

In the February *Century* appears an attractively illustrated nine-page article by James L. Hughes, entitled "What Charles Dickens did for Childhood." When the editor of the KINDERGARTEN MAGAZINE was making her plans in July, 1898, to have the following Christmas issue devoted to Charles Dickens, she received the cordial pledge of Mr. Hughes to contribute to the same on condition that Mr. Gilder, of *The Century*, gave his consent, he having already engaged a similar article to appear during the coming winter. With Mr. Gilder's prompt and courteous permission the article was prepared by Mr. Hughes for the KINDERGARTEN MAGAZINE as it appeared in our December number, and was made

historically invaluable by the republishing in full of Charles Dickens' original article. The typesetters had the rare privilege of using the original bound volume of *Household Words*, dated 1855, for their copy. The following editorial appears in the February issue of *The Century*, commenting upon Mr. Hughes' article in that number:

In the blitheness of spirit of the happy child, in his openness to the influences of the outer world, Froebel rightly set the genesis of education. As it is thru the child's own activity that he gains the mastery over self, and so by degrees the mastery of the physical facts of his small world, Froebel made self-guidance the corner-stone of his educational system, and play the medium thru which the child gains confidence in his own powers. But as even in play two sides of a child's character may be shown, one wholly arbitrary and selfish, the other feeding on helpfulness and grace, Froebel sought to formulate a system of education that would develop character and repress selfishness by the self-conquest of the child working thru his own activity.

It was to this system of self-guidance under the influence of an almost perfect freedom that Dickens looked for a mitigation of the repression of every childish tendency that characterized the English school system—a repression that showed itself not only in the cheap schools of Yorkshire that Dickens pictured in Dotheboys Hall, but in English schools of all grades. To bend a child to an iron rule, to form him in an unyielding mold that recognized no individuality or gracious influence, that was the English ideal, as it was the ideal of the educator almost the whole world over.

A perusal of the article by Inspector Hughes of Toronto, in the present number of *The Century*, will bring light to many of us who, reading Dickens without serious purpose, have carelessly concluded that he was a destructive critic, and benefited English education merely by overthrowing what was unbearably pernicious in its system. He was far more. The first of well-known Englishmen to see the value of Froebel's work, his books are rich in definite conceptions of modern principles of teaching. In every portrayal of the deadening influences at work in the educational methods of his own time there are suggestions that ring true to the present hour. At the bottom of all his work for children lay his loving sympathy. That was the secret of his insight, that he knew and recognized the mother spirit as the most important element in dealing with them. Viewed in this light, as the work of a constructive critic of education, many scenes in his novels which have seemed sentimental and meaningless blots upon the artistic value of his work, show a purpose beyond the mere desire to please or move the idle reader—show a perfected conception of educational methods that we have not passed beyond in nearly fifty years.

The annual report of the trustees of the Perkins Institute and Massachusetts School for the Blind is at hand, and a large proportion of its contents is devoted to the kindergarten department, which has much to stimulate and encourage the kindergartner. Conspicuous among others is the well-known case of Tommy Stringer, brought to the institute when five years old, "a dull, sluggish, spiritless creature, unconscious of his deprivation, and unconcerned about his surroundings," without sight or hearing. Now at the age of twelve we see him a bright, happy, inventive boy, devoted to his sloyd teacher, the well-known Mr. Gustav Larsson, principal of the Sloyd Training School, Boston, and able to do in his darkness that which it is impossible for most of us to do who have our five senses, but have not been trained to

use them. Tommy can replace a window-cord, repair a lock, and use his tools in various ways. Physiology is a favorite subject, and "with the help of his teacher he has made a systematic study of our common trees, classifying them by families, collecting, pressing, and mounting specimens of each family, and writing a description of each tree on the page opposite the mounted specimen." During the past year the school has lost its friend and trustee, Dr. Samuel Eliot, who for twelve years has shown his appreciation of the principles governing the school by giving it his unqualified support. The kindergartners in charge of the kindergarten for the blind are Miss Grace W. Thomas and Miss Alice E. Shedd, and we quote the following from Dr. Anagnos' heart-expanding report:

The fault which some scientific men are prone to find with the kindergarten system, as being destitute of psychology, shows nothing less than that the worship of the microscope, and the habit of looking at things from one side only, is doing incalculable harm in not a few instances by narrowing and contracting minds which evidently had the early promise and the elements of great usefulness and brilliant achievement. Nothing was farther from the thoughts and intentions of the great apostle of the new education than to pervert his magnificent pedagogical creation into a sort of psychological laboratory, where the faddists of these latter days might have an opportunity to use freely their dissecting scientific instruments on the brains and hearts of little human beings, and to carry on all kinds of intellectual and psychic analyses to their own satisfaction. He looked upon the child as a center of free-will, and as an indissoluble organic unity, to be carefully studied and rationally interpreted, and not as an aggregate of physical and psychical elements to be analyzed and explained.

It is truly fortunate that Froebel was not a professional physiological psychologist or a trained biologist of the ordinary type; for, if he had been either the one or the other, a large part of the creative force of his consummate enthusiasm and of his marvelous power of penetration might have been evaporated in the attempt to ride at a high speed some kind of scientific hobby, or in the task of recording and classifying the pedantic trivialities of some special line of child investigation, and thus the world might have been deprived of the inestimable blessings which his educational genius has conferred upon it.

Born for the universe, he could not narrow his mind,
And to hobby give up what was meant for mankind.

In regard to the kindergarten for the blind, it is peculiarly gratifying to be able to report that it has been constantly growing in every direction, and that its present state is a palpable and cogent proof both of the wise methods of development and training pursued within its walls and of the admirable work that is done there. Its influence is becoming wider and more powerful from year to year, and its progress toward the consummation of the plans laid out by its founders is uninterrupted. That there are still difficulties in the way of its advancement is not to be wondered at. Since it is most beneficent in its purposes, eminently successful in the results of its ministrations, increasing constantly both in size and power, continually winning new supporters and adherents, all because the best and most intelligent classes of the people of Massachusetts have at heart the cause of the little sightless children, the infant institution, so successfully planted and so firmly rooted in the midst of a highly civilized and proverbially generous community, is steadily pushing onward to complete victory and cannot possibly fail to gain it.

DR. PAUL CARUS gives us in the February number of the *Open Court* a paper on "Rationalism in the Nursery," in which, noting

the difference between the *real* and the *true*, he discusses the rational presentation of fairy tales, legends, etc., to children. He says: "Legends may be unhistorical; what they tell may never have happened, yet they are powerful ideals in the development of a nation. They may be even more powerful than historical events, for they depict ideals, and ideals possess a formative character." The mutual education of children, and the value of training children to circumspection and to fearlessness at the same time, are two other points upon which he touches from the standpoint of the father rather than the professional psychologist.

"Child Stories and Rhymes for the Little People of Nursery and Kindergarten," by Emilie Poulsson (Lothrop & Co.), tells of the doings of baby, his pets and his toys, in Miss Poulsson's always happy and rhythmic manner. We find ourselves especially interested in the sayings of the toys: "'Oh, yes,' said the Jumping Jack, 'toys have their duties as well as other people. If children drop us, or hit us, or play with us in foolish, careless ways, we must show them that it is wrong. Some of us have to break, and some of us who can't break have to lose ourselves.'" Price \$1.25. Illustrated.

Bird Lore, edited by F. M. Chapman, is a new bimonthly issued by the house of Macmillan, and one to which we extend a hearty greeting. Its tasteful cover, which delights our eyes with a cheery group of winter birds photographed from nature, is a fair index of what follows. It is gotten out primarily as a means of exchange and communication between the different Audubon and other similar societies, and numbers among its future contributors many well-known naturalists. The frontispiece of this first issue is a realistic scene, showing John Burroughs seated before his cozy fireplace at Slabsides, and the first article is from his pen. It is always a mooted question in our minds whether Frank Chapman has done more for men than for birds, or more for birds than men. *Bird Lore* by no means dispels the question. The magazine is addressed to observers of the living bird rather than collectors of the dead, with a department for teachers and students, one for young observers, and two charmingly illustrated articles relating the efforts of enthusiastic bird-lovers to catch the bird with the camera. *Bird Lore* will stimulate original study and observation among the young people, and the kindergartner will find it a valuable means of resource when desirous of presenting to the children an idea of the living bird in its natural environment.

A CHILDREN'S number of the Modern Reader's Bible is announced by Macmillan & Co., under the title of "Bible Stories," in two volumes, edited by Richard G. Moulton. Our readers will be gratified to hear this news, and welcome the New and Old Testament revised for children. Price 50 cents.

In the report of the commissioner of education for the years 1896-7 we find of special import the chapter on the "First Common Schools of New England," and the corresponding one on the "Beginnings of the Common-School System in the South." Two others which specially claim our attention are, the one devoted to "Normal Schools," and that dealing with the "Education of the Colored Race." The statistics of the social, physical, and moral conditions of the negro make us more than ever impatient for the day when the kindergarten will be an integral part of our common-school system.

"The Heart of the Moral Law," by Sarah Crosse, is an eighty-page pamphlet, which radiates wholesomeness and invigoration from each page. Mrs. Crosse is well known as the author of the "Society for Christian Ideals," which has reading and class rooms on Boylston St., Boston. The pamphlet is made up of two sterling chapters: (1) The Divinity of Practice, and (2) The Gospel of Work. Both chapters aim to help students to crystal-clear thinking and crystal-clear doing, both of which are essential to a knowledge of God. This is the first of a series of four pamphlets by Mrs. Crosse which are to be published soon.

Paper cover, 50 cents. Order through Kindergarten Literature Company.

THE Forest Tree Photo-Reproduction Company is sending out a unique publication, which aims to picture, in different series, the typical forest trees of our country. The pictures present not only the tree as a whole, but the bark and leaf, and are made from photographs taken in Michigan forests by an expert, under the direction of Principal J. H. Loomis of the Chicago schools. There are eight illustrated studies in each of three series; 40 cents each, or \$1 for three.

"Nature Study in Elementary Schools" (Macmillan & Co.) is a new First Reader, by Lucy L. W. Wilson, Ph. D. It is arranged according to the months, and contains choice bits from standard authors, charmingly adapted to the children's needs. Price 35 cents.

"Ideal Motherhood," Minnie S. Davis, author, is a booklet issued by the Thomas Y. Crowell Company. It deals in a reverent though general manner with the problem of ideal parenthood, and will be a source of help to mothers who are puzzled how to answer the questions of the little ones. This is in much the same line as the several booklets by Mary Wood-Allen, "Teaching Truth" and "Child Confidence Rewarded."

"David Harum," a curiously modest novel by Edward Noyes Westcott, has some wholesome child study in its pages, which would be a good tonic for the adult memories tempted to forget the circus joys of childhood.

"War and Parentage" is discussed by Dr. M. L. Holbrook in the February *New Crusade*, pointing out the immediate injuries to women and their offspring during a time of revolt and confusion. Dr. Holbrook closes with this statement: "I believe that thoughtful women, when they come to see the evils of war in their true light, as they have seen the evils of prostitution and intemperance, will be its greatest foe."

"What is the Worth of a Child," is a unique booklet issued by Mrs. M. A. Harris, of Akron, Ohio, designed for a baby record-book, with blank space for photograph and records.

"Commissioner Hume," a story of New York schools by C. W. Bardeen, who is its publisher as well as author, is a clever dramatic story, and though written twenty years ago, will live as an interesting contribution to educational history.

"First Steps in the History of Our Country," by William A. and Arthur May Mowry; publishers, Silver, Burdett & Co. It tells the leading events in our country's history by recounting the lives of its history-makers, and one chapter is devoted to the schools of our country under the caption, Horace Mann.

KINDERGARTNERS have every reason for being optimistic expansionists. They are in a position to appreciate fully Kipling's latest poem on this subject, called "The White Man's Burden."

"Dorothy Deane," by Ellen Olney Kirk, is a "little chronicle of the doings of old-time New England children," published by Houghton, Mifflin & Co.

"The Story of Little Jane and Me," by M. E., Houghton, Mifflin & Co., publishers, is a delightful reminiscence of childhood days by Little Jane's devoted sister.

"The Marvels of Our Bodily Dwelling," by Mary Wood-Allen, M. D., and issued by her publishing company, an allegorical description of the human body, its anatomy, functions, etc., under the similitude of a house, its structure, rooms, guests, etc., is interesting reading.

QUESTION.—Do you believe in newspapers for children? The *Journal Junior*, of Minneapolis, claims to be essentially a paper by children, for children from eight to sixteen years. The contributors begin with the sixth grade in the schools.

"Jean Jacques Rousseau, and the Origin of Cosmopolitan Spirit in Literature," shortly to be published by Macmillan, is translated from the French of M. Joseph Sexte.

Mr. FLETCHER'S book, "Social Quarantine," comes as a great help and inspiration at a critical time. It seems the only perfect solution of many problems. The protection of every child, especially in great cities, is the safeguard of the home and the city.

Mr. Fletcher's book is most suggestive, and must from the very nature of it be widely influential.—*Fannibelle Curtis, Supervisor of Kindergartens, Brooklyn.*

THE bound volume of the proceedings of the Washington session of the N. E. A. is fresh from Secretary Shepard. No one can fail to note the excellence of the large number of carefully prepared addresses upon educational topics by the ablest men and women in the work as represented by the seventeen departments of the association.

THE article on Froebel in the Encyclopædia Britannica was written by Rev. R. H. Quick, noted educator, schoolmaster, and writer.

"Master Sunshine," by Mrs. C. T. Fraser, is a story of child-life just sent us by the Thomas Y. Crowell Company, New York.

TWO POINTS OF VIEW.

S AID the grave gray goose to her gosling gay:
 "Don't walk so queer and jerky!
 Just glide, or people along the way
 May mistake you for a turkey!"

Quoth Madam Turkey: "Don't walk so flat!
 Do move with more animation!
 My son! they'll think you're a gosling! That
 Would be such a mortification!"

—*The Independent.*

A THOUGHT.

It is very nice to think
 The world is full of meat and drink;
 With little children saying grace,
 In every Christian kind of place.

—*Robert Louis Stevenson.*

HEALTH FROM BOOKS.

"What are my books? My friends, my loves,
 My church, my tavern, and my only wealth;
 My garden; yea, my flowers, my bees, my doves;
 My only doctors—and my only health."

—*Richard Le Gallienne.*

RECENT EVENTS AND FIELD REPORTS.

The Editor's Midwinter Tour.—Twenty below zero may blockade express trains and petrify commerce, but it takes more than a thermometer to interrupt kindergarten meetings when once the day is set. Arriving at Cleveland on the evening of February 9, I was met by Miss Alice Hunt, of the Hiram House Settlement, and taken directly to the modest little neighborhood home on Orange street. A cozy evening was spent with the earnest group of residents before the open fire. Mr. Belamy, the warden of Hiram House, is a graduate of Hiram College, for which the settlement bears its name, and is as gentle as he is consecrated to his calling. There are seven residents and some thirty co-workers of Hiram House, which is situated in the center of the Polish-Jew district of Cleveland. On Friday the kindergarten friends and kindred workers spent the afternoon at the settlement. Among those who defied the blasts which had virtually closed the public schools were: Superintendent Jones, Dr. Marian Murdock, Mrs. E. N. Fenn, Miss Prentiss, Mrs. Warner of the Day Nursery and Kindergarten Association, Miss Virginia Graeff, Miss Ellen Taylor of the public deaf and dumb school, Miss Wadsworth of Goodrich House Settlement, Mrs. Fanny Knowlton, the author of "Nature Songs for Children," and others. Mr. Belamy's words of welcome made the indoor atmosphere rise spiritually, and the editor was glad to respond in obedience to the law of reciprocity. May Hiram House have its heart's desire, namely, a new building, and an abundance of means to meet the opportunities of its neighborhood. The kindergartner, Miss Hunt, is equal to the great possibilities of the work with the mothers and children, having risen above all limitations of space, equipment, and opposition during the first months of kindergarten history at Hiram House. The fellowship of the central group of workers is the heart and core of this good movement, from which will radiate warmth and good-will to the entire neighborhood, and has already reached Chicago via the grateful editor.

February 10. The same evening found us boarding a belated train for Binghamton, N. Y., where the oft-repeated invitation of Superintendent Halsey had at last borne fruit, but not until he himself was called away to the presidency of the Oshkosh, Wis., Normal School. His representative, Miss Fanny Hyde, greeted us at the station, and at once provided every comfort at the "Arlington." Binghamton lies deep in snow, surrounded by white hills on all sides. The new superintendent of schools is Mr. Darwin L. Bardwell, formerly of the Normal School at Cortland, and one of the New York State Institute instructors. We fully appreciated the hour's friendly visit made by the new superintendent in the midst of his readjustment duties, not yet having changed his residence to Binghamton. Miss Hyde is the "head, heart, and hand" of the thirteen public kindergartens, which do credit to a city of 40,000 inhabitants. She is herself a graduate of the Albany Normal School, while her fellow-workers are from different training schools in both the east and west. Miss May R. Myrick is from Chicago, and Miss Marion Owen from Indianapolis. An informal hour was given by the kindergartners on Saturday afternoon at the hotel parlors, discussing mothers' meetings, programs, etc. The evening was occupied with the address before the Binghamton Educational Association in the high school, presided over by the Rev. Willard B. Thorpe. It is a matter of sincere personal regret that we did not have the privilege of meeting Hon. Julius E. Rogers, the president of the board of education, who is such an intelligent friend to the children's cause. We also regret not meeting the editor of the Binghamton *Republican*, Mr. William Seward, and his wife, to whose courtesy we are indebted for cordial notices. Miss Hyde and the Binghamton kindergartners made us feel fully at home in spite of the thermometer, the deep snow, and the absence of the would-have-been host, Superintendent Halsey. The

Binghamton kindergarten interests will always have our most hearty sympathy after the personal contact of these February days of '99.

(Continued in next issue.)

Chicago Kindergarten Club.—Perhaps the artist whose life is in his work, and who lives that life with enthusiasm, is as often found among the ranks of kindergartners as elsewhere. Perhaps, also, that artist, whose free spirit holds its own triumphant way thru the accumulation of method and material that besets the kindergartner, belongs to no mean rank of heroes.

At the January meeting of the Kindergarten Club the subject of discussion was one which has served as a bone of contention among more famous, if not greater minds, than those focused upon it on this occasion—"What is the relation of sense-training to self-activity?" There were not wanting the advocates of the more formal and technical sense-training, "For the purpose of arousing and stimulating ideas, and of inciting to activity." We were rejoiced, however, to recognize in various and fresher forms the stimulating proposition that "there is that in the mind that did not get there thru the senses."

From those members of the club rich in the warm personal association with children came the assurance that *delightful life association* alone can bring the true sensation; that there are sensations (ingeniously arranged and prescribed sensations) that never even reach the brain. *Mind*, not sense, must awaken and direct *mind*. Therefore social contact is a condition of fully awakened senses.

On the other hand, but not in opposition to the last, let us go to nature for facts about sense-training. Nature knows how to bring sensations. Nature does not separate. The true child of the woods and fields never knows that he has senses; but he uses them, and to good purpose. Life in its fullness in touch with nature, in touch with man, in touch with God, *knows* the facts of sense without consciously *learning* them. Let us fill the life full of vital interest and trust the senses to fulfill their trust.

"Hands off!" said Mrs. Putnam, in the discussion, "Truth comes by accident sometimes."

In his address to the club on February 11 Dr. Andrews spoke some pregnant words, both of warning and of encouragement. It is probable that many of us would deliberate before saying an unqualified amen to these two statements by him: "It would be well for all concerned if the names *Froebel* and *kindergarten* could be everlastingly forgotten" (in order that the living spirit might have more room for growth). And again: "Education cannot be complete thru the development of *spontaneity*. Nature must be crucified" (for the training of the *will*). Whatever mental reservations we might feel inclined to make, however, we gladly receive Dr. Andrews' central propositions, viz.: "The period of literalism is the period of death!" "The kindergarten is not finished. Each of you brings to the world a new kindergarten. Each of you can live some phase of life better than anyone else has ever lived it." "Avoid the shibboleth. Avoid ruts. Review your methods every year, every month, every day." And again: "Avoid resting in the ideals of childhood. The child is interesting chiefly because he is to become a man, capable of controlling the thought and action of the world. Childhood is not an end. Childhood ——— on! My faith both in the principles and results of your profession is firm."

As a demonstration of their profession of faith in the social life the members of the club thronged the beautiful residence of Mrs. Sarah D. Loring, on the evening of February 3, in response to an invitation tendered them by Mrs. Loring and their president, Miss Mary Miller. The entertainment of the evening was a lecture by Miss Eliza Allen Starr on the pre-Raphaelites. Miss Starr dwelt upon the terrible labor involved in the following of any great art, and denounced in scathing terms the dilettante pretensions of the present age. It was remarkable how easily her audience endured the fire, perhaps because even among the followers of the profession of "playing with children" this art of arts of ours, the traces of genuine labor, were not far to seek. After the lecture, the whole house being thrown open for the occasion, the gathering

broke up into small groups for a social visit, all being served refreshments in the dining-room, where several young girls of Mrs. Loring's school presided over the table. The easy enjoyment of the evening was in keeping with the dignity and womanliness with which Miss Miller has conducted the club for the past two years.

Work of the Chicago Public School Kindergartners' Association.—The few weeks that intervene between this and the election of April 4 promise to be weeks of unusual activity on the part of Chicago's public school kindergartners, and that in a somewhat unaccustomed sphere of action. The question which confronts them is one of more vital import than any which has occupied them since they first banded themselves together as a temporary association, little more than a year ago, and the demands of the present situation have already led to their organization as a permanent body. The question is this: Shall Chicago's public kindergartens exist (in accordance with the provision of the state law) as an acknowledged and integral part of the city school system, with the dignity of the law, representing the will of the people, at their back, or shall they exist or cease to exist at the option of the school board alone? The fact that the city schools contain at present eighty-four kindergartens, and that there is a constant impouring of petitions from schools in which kindergartens have not yet been opened, would seem to justify the request for an expression of public opinion.

When in January of the present year the report of the finance committee of the board of education led to the consideration of ways and means for economizing expenditures, the kindergarten, as a department unsanctioned by law, and an expensive luxury, was suggested as one of the branches that might be lopped off. About this time it occurred to Mrs. O'Keeffe, member of the board and chairman of kindergarten committee, not only that the lopping of this particular branch might not in the end benefit the trunk, but that before sending home 4,500 children at present in the fatherly care of the school system, it might be fair to consult their parents as to their personal feelings and wishes in this matter; also, that before dismissing the 170 young women at present engaged in mothering, to the best of their ability, the city's children, it might be a satisfaction to these young women to be given an opportunity to state the reasons for the faith that is in them. Hence Mrs. O'Keeffe's prompt call to action, and hence the response on the part of the kindergartners, and the outlining of the active campaign just inaugurated. Mrs. O'Keeffe's personal action has been invaluable. She immediately introduced, at a meeting of the board of education, the following resolution:

Resolved, That steps be taken to have kindergartens legally established in connection with the schools of the city of Chicago, as provided in Section I., Paragraph 330, of the General School Law, approved April 17, 1895, and in force July 1, 1895, for the purpose of having the proposition submitted to the people of the city of Chicago at the forthcoming spring election; and the committee further recommends that the president and the secretary be, and they are hereby respectfully instructed to wait upon the Mayor and the Common Council, and request them to join with the board of education in an application to the proper authorities, requiring the proposition for and against the establishing of such kindergartens, as the board of education may desire to maintain, to be placed upon the ballots to be used at the forthcoming election aforesaid.

Mrs. O'Keeffe stayed by this resolution till she had seen it pass the board and receive the approval of the Common Council, and until she had secured from Judge Carter what we understand to be his practical ultimatum, that the proposition will take its place upon the ballot.

The issue now rests with the kindergartners and all friends of the conscious education of the children. The plan of action, as outlined by the association, includes the assumption of responsibility by three to five workers (kindergartners) in each ward of the city, for the enlightenment of the leaders of that ward on the subject of the present situation; also personal communication with the newspapers, American and foreign, with a view to introducing such literature as shall present the facts and virtues of the question at issue; also communication with all social settlements, church denominations, and some clubs of the city, with a view to securing their conscious coöperation; this, in addition to the consultation of each kindergartner with the parents of the children in her charge. Chicago "expects every man to do his duty" on election day.

At the January meeting of the Froebel Society of St. Louis the following resolutions, presented by a committee appointed for that purpose, were passed, the society making its assent by a rising and unanimous vote:

WHEREAS, It has pleased our all-wise Father to remove from our midst our esteemed and beloved associate, Ellen Dean Lockwood,

WHEREAS, She devoted the best energies of her life to the interests and advancement of the highest needs of childhood and was our earnest co-worker; therefore, be it

Resolved, That we, the members of the St. Louis Froebel Society, do express the deep sense of our loss, and do extend to her desolate family our sincere sympathy and condolence; and

Resolved, That a copy of these resolutions be sent to the bereaved family, and published in the daily papers.

Done by order of Froebel Society, this day, January 28, 1899.

SUSIE M. SIMMONS,
CARRIE GEBHARDT, } Committee.
SUE E. REINHARD,

A REGULAR stated meeting of the Philadelphia Branch of the International Kindergarten Union was held on Tuesday, February 7, 1899. In her opening address the president, Miss Anna W. Williams, explained the purpose of the meeting. She said that in this everyday round of practical duties we are apt to neglect the necessity of filling our minds with high ideals. By such neglect we lose the inspiration which results, and lessen our power of attaining to higher things.

The meeting was truly an inspiring one to all present. The opening song, "Sunshine Song," by the chorus, was followed by "The Knights and the Good Child," and "The Knights and the Mother," both beautifully played by fifteen young ladies of the post-graduate course at the Normal School. Miss Mary Miller Jones, whose voice is remarkable for its sweetness, strength, and expression, read "Legends of the Holy Grail," by Miss Anna W. Williams. This paper prepared the hearers for Miss Jones' next reading, that most exquisite poem, "The Vision of Sir Launfal," by James Russell Lowell.

Miss Williams' paper was a well-written, exhaustive one. She said: "The legends of the Holy Grail, of which the 'Vision of Sir Launfal' is a later and more spiritual interpretation of religious thought, embody the universal belief in the reality of the unseen, and the universal recognition that only 'Blessed are the pure in heart; for they shall see God.' . . .

"The inclusive idea in all the Grail stories is that the Holy Grail is the talisman of worldly triumph, it becomes the source of spiritual life; only he can see it who is sinless, only he can keep it who has sacrificed himself."

She traced the origin of the Grail stories back to the Apocryphal Gospels, and spoke of the traditions concerning their introduction into Great Britain.

Miss Williams then gave an excellent synopsis of Tennyson's "The Holy Grail," and made evident the close relation existing between the legend of Sir Galahad and "The Vision of Sir Launfal."

At the close of her thoughtful paper, the audience felt with the poet Longfellow—

It is but a legend I know,
A fable, a phantom, a show;
Yet the old medieval tradition,
The beautiful, strange superstition,
But haunts us and holds us the more.

And, as Miss Williams said: "The lesson is burned deep in the hearts of men because of its universal application."

MRS. E. C. K. PARKER,
26 N. 56th St., Philadelphia, Pa.

ZELLA NICHOLSON PARKER,
Corresponding Secretary.

The Meeting of the Department of Superintendents at Columbus, Ohio, February 21-23, was an educational feast for all teachers from the kindergarten to the university. To the listening kindergartner it was kindergarten doc-

trine straight thru from beginning to end. How to best train the child that he may at length realize that he is a part of God's great plan—a part of God himself. That he may feel the unity between the learner and the things to be learned. The child's welfare to be the aim of every teacher. Teachers should be *not* teachers of this or that branch of learning, but teachers of *children*, and the successful teacher is the one who lovingly knows children, their interests, and can meet them sympathetically. The teacher who does not love childhood has erred in choosing her vocation. With such advocates as Dr. Wm. T. Harris, Mr. Arnold Tompkins (who was referred to as Dr. Harris' "younger brother"), Dr. E. E. White, Mr. L. H. Jones to plead their cause, the children of today are to be congratulated.

Mr. Tompkins' beautiful presentation of "The Implications and Applications of the Principle of Self-activity in Education," went home with force to everyone who heard him. Self-activity, the keynote of the kindergarten, the underlying point of contact between the individual and all things, was termed the Principle of Education. The science of education shows how the whole process is implied in this principle, while the art of education is but the application of the principle thus implied.

Mr. George H. Martin of Boston, Mass., spoke of the "Unseen Forces in Character Making." How character grows from within, and every man is self-made. Very early the child fashions ideals. The soul forms its ideals from materials at hand. The elemental psychology of all character-making is summed up in four simple sentences: I see, I like, I wish I were, I will be. A child naturally learns to admire the character of those whom he loves. Teachers can do more to help in forming ideals of worthy living than all other agencies combined. The true teacher will remember that it is not what he says but what he is, that makes the lasting impression. "How can I hear what you are saying when what you are is thundering in my ears?" What are we doing to develop the souls of our children? How are they better this year for having known us? are pointed questions for all teachers.

The Round Table of the National Herbart Society was a most interesting discussion of Mr. Charles McMurray's plan of teaching geography in the common schools. It was in accord with the principle followed in the kindergarten, of going from the known to the unknown. Beginning with the home, move out to the home state, then the United States, and North America to Europe, Africa, Australia, and South America, using certain cities, rivers, lakes, mountains, industries as types. The discussions were many and varied, the principal objection seemed to be the difficulty to get the present class of teachers sufficiently in sympathy with the plan to make it a success; it would involve much special preparation, for which there was not time. Dr. Harris' opinion was called for, and he responded briefly by expressing his admiration and appreciation of the plan, and that it was a pleasure to him to find the human added to the material in order to make a geography. "There should be, in my opinion," he said, "different methods employed for the different grades in studying geography. In the kindergarten it should be wrapped up in symbol, in fable (before the kindergarten in the mother's arms, the Mother Goose rhymes have been used as the starting point); in the succeeding grades would at first deal with the elements of difference—land, water—followed by how man unites them, then the formation of differences, and finally investigation." One superintendent, speaking of results, said it was not what the children could recite, but what was their attitude toward learning, the amount of interest they displayed, that revealed the teacher's power.

One of the good stories told was of a father and son out walking. The mother asked on their return: "What did you see, my child?" "A man throwing away grain." The father saw the sower, the earth prepared, the harvest. "What else did you see?" "A man pounding stone." The father saw the beautiful sculpture, which shows forth the vision of the sculptor. "What did you hear?" "A machine clicking." The father heard the messages flashing across the continent, carrying news of life and death. To be able to say all

that I have met is a part of me, in books, in everyday life, and in the readiness to meet any emergency, and to do the right thing at the right time, is to be an efficient teacher.

Cleveland (Ohio) Kindergartens are reported as follows by the school director, H. Q. Sargent: There are now in full and successful operation eleven kindergartens, located as follows: One each at the Alabama, Broadway, Brownell, Detroit, Fairmount, Hicks, Kinsman, Orchard, Sterling, Warren, and Woodland schools. These eleven schools are so distributed as to benefit to some extent every portion of the city, and have a total enrollment of 503 pupils.

The total expenditures for kindergartens during the past year was \$12,297.94. Of this sum \$1,474.37 was for furniture and equipment, and the balance, \$10,823.67, was for operating expenses, divided as follows:

1. Supervisors' and teachers' salaries.....	\$10,282.41
2. Janitors.....	308.00
3. Repairs.....	73.00
4. Supplies.....	160.26
Total.....	\$10,823.67

The cost for maintaining these schools was \$21.51 for each pupil.

It is now believed that this fund will be sufficient to open another kindergarten at the beginning of the next school year. It will be remembered that a levy of one-tenth of a mill only was authorized for kindergartens, and that by a resolution of the council no money from the common school fund shall be used for their maintenance. Although in operation a little more than a year their value and usefulness as a part of our educational system have already been well established, and it is to be regretted that the funds at our disposal do not permit the immediate establishment of one or more in every school district of the city. I confidently trust that it is but a question of time when this can be accomplished.

The Boston Letters, which appear in the *Normal Exchange* of this issue, will be found equally as rich in suggestion as they are informal in character. The writers are among the Boston teachers *par excellence*, who are doing representative work under Miss Louise Arnold's inspiring and sweetening supervision. Miss Arnold's own comments and general suggestions in this issue are prophetic of the twentieth century schools and twentieth century teachers. Our gratitude goes out to her for her always ready and coöperative faith in all kindergarten effort, including the KINDERGARTEN MAGAZINE, sending, as she does, sincere congratulations upon its helpful and successful work.

Ann Arbor, Mich.—The Kindergarten and Manual Training Association was organized in this city February 7, with a symposium program. Dr. Richard G. Boone, of Ypsilanti, was made president. Among the co-workers are professors Hinsdale, Lloyd, and Adams, of Michigan University; Dr. Mosher, the dean of women; Superintendent Slauson, of the Ann Arbor public schools; Professor Georg, of the Ypsilanti Normal School, and many earnest women who are especially committed to the new education interests of both Ann Arbor and Ypsilanti. The plan of the association is to hold meetings alternate in each city, and we heartily commend such educational reciprocity. The next meeting of the association will be held the last week in March in Ypsilanti at the time of the gathering of the Schoolmasters' Club of Michigan. Kindergartners will be interested to know that Mrs. Alice Turner Merry and Miss Anna Schryver are largely concerned in the organization. The new organization is in correspondence with Horace Fletcher, hoping to secure him to address the March meeting.

MAYOR VAN PATTEN, of Burlington, Vt., reports that the superintendent of public schools is urging the addition of several kindergartens to the public system, and that private citizens will contribute further means to accomplish social quarantine.



MADONNA OF THE NATIONAL GALLERY.

KINDERGARTEN MAGAZINE

Vol. XI.—APRIL, 1899.—No. 8.

NEW SERIES.

THE GUILD OF PLAY.

THE CENTRAL ORGANIZATION IS AT BERMONDSEY SETTLEMENT, LONDON.

HON. SECRETARY, SISTER GRACE.

AT the Bermondsey Settlement, London, children's work, alike from its religious, social, and educational stand-points, is recognized as a very important part of the settlement program. Some two years ago the Guild of Play was started as an attempt to solve the problem of giving the children of our slums a chance of a cleaner life than would seem to be their lot by inheritance. Believing as we do that, for reasons stated in this pamphlet, the guild is on the right lines, we are anxious to spread its work in every possible way by the foundation and organization of branches all over England.

THE WORKING OF THE GUILD.

1. *The Workers.*—Each branch of the Guild of Play is worked by at least three principal workers, viz., the director of the games, the story-teller, and the musician. A local secretary is also necessary.

2. *The Work-room.*—The managers of board, voluntary, or ragged schools would generally be willing to throw open one or more of their schoolrooms on one evening of the week for the benefit of the children attending the school.

3. *The Materials.*—Little girls attending the school at which meetings of the branch of the Guild of Play are held.

4. *The Festivals.*—The play festivals are May-day and Yuletide, the settlement programs for which, with full particulars as to publishers of song-books, games, etc., are forwarded to the local secretaries twice a year.

5. *The Cost.*—Money is needed to defray such expenses as (a)

caretakers' charges, etc.; (*b*) the subscription to headquarters—this secures the advantages mentioned below, and therefore proves a great economy of time, toil, and money; (*c*) simple frocks, caps, books, maypoles, and things needed for festivals.

Money is usually obtained (1) by subscriptions from interested friends; (2) by drawing-room meetings; (3) by appeals in local papers and magazines; (4) by selling tickets at prices varying from 1s. to 5s., admitting visitors to the May-day and Yule-tide festivals.

THE GUILD OF PLAY AT WORK.

1. *The Opening of the Guild.*—On guild nights the school-room is the children's drawing-room. The little girls march in two by two to the workers.

2. *The Evening* is divided between songs, games, and fairy tales.

3. *The Closing of the Guild.*—Workers and children together pray the Lord's Prayer, first saying:

Father, we thank Thee for the night,
And for the pleasant morning light;
For rest and gladness, love and care,
And all that makes the day so fair.
Help us to do the things we should;
To be to others kind and good:
In all we do in work or play
To grow more loving day by day.

Then comes the benediction, followed, the children still kneeling, by the vesper verse:

Lord, keep us safe this night
Secure from all our fears;
May angels guard us while we sleep,
Till morning light appears.

RULES.

I. *For the Making of New Branches.*—Children's workers, desirous of coöperating in this scheme of organized play, shall have their work duly registered as a branch of the Guild of Play, provided that they (1) agree to keep the rules; (2) follow the main lines of the program issued from headquarters.

II. *For Coöperation.*—(1) That each branch be visited by a representative from, or send representatives to visit, headquarters at least once a year.

(2) That twice a year there be sent from headquarters to the

local secretaries of branches: (*a*) Programs of the songs and games which are to form part of the festivals at the Bermondsey Settlement; (*b*) full particulars as to publishers of books and songs and games that are necessary for carrying out this program; (*c*) list of books and pamphlets bearing on the education and moral and physical culture of children—when funds will allow, we hope to found a traveling library of such works; (*d*) a *résumé* of suggestions received from members, together with any hints about such things as festival frocks, or new books, or appropriate gestures, that have been helpful to us in our practical experience.

(3) In return, members are asked (*a*) to follow the lines of the Bermondsey program as far as possible, and (*b*) to report any deviation from it; (*c*) to report any plans which have been found useful; (*d*) to make suggestions as to further developments of the guild.

(4) That, where possible, the local secretary be in some way connected with the school board, to ensure by the active co-operation of the head mistresses and teachers that the Guild of Play supplements the educational scheme of the day school.

(5) That where several branches are started in one town a local center be formed. Such centers not only save expense, but are also practically very useful.

III. *For Finance*.—(1) That each branch be self-supporting; (2) that each branch pay an annual subscription to headquarters to help defray the heavy clerical and postal expenses incurred; (3) that this subscription be for one school in a town 10s. per annum, for each subsequent school connected with the local center 5s.

IV. *For Statistics*.—That the branch secretary's report containing statistics as to schools, workers, members, programs, etc., be sent to headquarters in the June of each year.

V. Hon. Secretary of the Guild of Play, Sister Grace. Hon. Treasurer, Dr. Kimmins. Headquarters, the Bermondsey Settlement.

SOME OF OUR ARGUMENTS.

At present in Bermondsey, as in every great city, thousands of children are born to certain want and disease, to evil surroundings and hopeless neglect. They are growing up with all their powers of loving and self-control and dreaming lying dormant; many are trending surely toward workhouses, prisons, reforma-

tories and lunatic asylums, that are already full to overflowing. Ruskin says: "Crime can only be truly hindered by letting no man grow up a criminal; by taking away the will to commit sin." How to bring about this prevention, and how to give these little unwelcomed street children the chance of a cleaner life, are two of the great questions to which the Guild of Play is trying to give a practical answer.

We English folk gain a great start in the race of nations from the infusion in our nature of the two great principles that have swayed Europe for more than two thousand years. It is only from the rotten heart of a false shepherd that the great Norse poet lures the words:

The man whom God will have to fall
He first makes individual.

With games and fairy tales, training body, imagination, and heart, we would supplement the brain training of the day school.

At Bermondsey Settlement we are keenly alive to our responsibilities for redeeming their childhood for the children of our courts and alleys. We know what we have to meet with in them, the utter lack of self-control, ignorance of all things beautiful, and the terribly complete knowledge that these mites possess, dwarfed bodies and stunted intelligences, and, hidden somewhere deep in childish hearts, seeds of love and truth and moral beauty.

It is no wonder that sometimes we almost shrink from the responsibilities these guilds entail, nor as we look at the children's surroundings is it strange that we sometimes reëcho the old drama hero's cry: "Why is life given to a man whose way is hid and whom God hath hedged in?" But we remember that properly kept hedges keep out cattle and mark out boundaries. They do not block out the view, and they always have a way out—for men. Our work is to trim the overgrown branches, making room for the stunted ones, and to find those ways out. We all are glad to see the children happy; we all recognize play as their "right." We believe that happiness and healthy bodies are quite as important factors in moral lives as is direct instruction in morals. But at the Guild of Play our aim is not merely to provide amusement—rather would we let our work for children be the history of our Settlement rule, and work on the lines of Herbert Spencer: "at the outset autocratic control, where control is needful; by and by an incipient constitutionalism in which the liberty of the

subject gains some express recognition, successive extensions of this liberty of the subject gradually ending in parental abdication in favor of a grasped and self-controlled man- or woman-hood. To quote Kate Douglas Wiggin: "The child is by and by to come in contact with a world where cause and effect follow each other *inexorably*. He surely has a right to more justice in his discipline than we are generally wise or patient enough to give him, a right to be taught and to be governed by the laws under which he must afterwards live."

Hence at the Guild of Play we have no punishments save those which follow as the natural penalties of broken laws. We try to lead the children to be good of their own free will, because we believe that with every free, conscious choice of right their moral power and strength of character increase. Similarly, we have no rewards save that greatest of all pleasures—the working for others; and the highest prize we offer is to be allowed to go and play before old people in the workhouse or infirmary, or before the children's own parents.

Unless the old English games that we play together, and the stories we tell, are to the children an end in themselves without the hope of prize or the excitement of display, then, indeed, are the Guilds of Play of little avail. Our guild evening begins with the opening of the doors, when little girl children of all ages march in two by two. Sometimes they may have been waiting outside in fog or rain for an hour beforehand. After everyone has made a curtesy and said "Good evening," the games begin—quaint old English song-games with pretty words, rhythmic tunes and dainty gestures—and then come fairy tales and songs, the three together providing continual motion for restless limbs, voices, and brains.

And before we go away we kneel together for the beautiful closing prayers and benediction. That is all.

At a Guild of Play there are no buns or oranges, no costly toys, no magic-lantern shows, no direct religious teaching; there is not even the giving away of useful information. But then how much of the best moral teaching is indirect! How much direct moral teaching is there in Westminster Abbey, or one of Turner's pictures, or the Book of Job? None whatever, because the building, or picture, or drama, is entirely noble and true in its very

conception. They are good in themselves, and have no need to put on goodness.

The utmost we can hope for the guild is that it may help to make the lives of its children a little better than they might have been. We do not give statistics, nor do we give "results"; we merely take up a little bit of the children's lives and live it with them.

Play and the love of stories are among the strongest natural instincts of children; personal experience forces us to believe that, after noble home influences, they are perhaps the greatest of all factors in true education.

"Poor Jenny Jones," as played in the courts, differs greatly in word, gesture, and spirit from "Poor Jenny Jones" as played at the Guild of Play; and yet there is no reason why our version should not supplant the other. As a matter of fact, it does. Again, there is a great difference between the types of stories told—a difference which it is reasonable to hope to obliterate, by supplanting the worse by the better.

We believe this final difference is largely due to the pervading influence of the personalities of the workers. This is not work for teachers tired with the strain of the day's toil, nor for pupil teachers who are but children themselves, and one with their pupils in thought and deed. It is rather work for girls who are born to the possession of all this world's best gifts, and who are willing to share them; to share not only their money or their flowers or their old clothes, but their time and character and pure fresh thoughts and ideals.

Such work as that of the Guild of Play must clearly be recognized as a supplement of the day-school scheme of education, and it is most essential that every helper should personally know, and thus be able to coöperate with, the teachers of all her play-hour children.

The benefits arising from such coöperation will not be all with the children, nor, as regards teachers and helpers, will they be one-sided. Such comradeship is truest socialism; such workers truly are pioneers in the great march of the coming century.

We will not beg. We will rather ask how, without outside help, in cities where the "buryin' ground" is often the only near "grassy place," and where play is a mimicry of unbeautified lives and of the excitements that follow deaths, is it possible to

Remain thru all bewild'ring
Innocent and honest children?

Further information may be obtained from Sister Grace, Bermondsey Settlement, Farncombe St., London, S. E.

WHO CAN TELL?

LOUISE M'HENRY.

WHO can name me the wise old mother
In whose heart is the warmth of the sun,
Whose pulse beats as strong as the ocean,
Whose age has with centuries run.

Whose eyes gleam as bright as the star-shine,
Whose breath stirs with the murmuring wind,
Whose ears are attuned to harmony
Of a subtle and varied kind?

In dressing she has not a rival,
For her costumes the four seasons make;
Each searches the rainbow for color,
And in choosing makes no mistake.

Spring reveals in shower and sunshine,
Glittering needle and golden thread,
While a pale green garment she fashions
That with flowers is daintily spread.

Summer weaves an under-dress gorg'ous
Which she covers with filmy moonlight,
Then catches the folds in their places
With firebugs and butterflies bright.

Autumn's choice of goods is the latest,
With its rustle and changeable hues,
That compass the whole scale of color
Thru yellows, reds, purples, and blues.

Winter's dress is of simple pattern
In coloring, white, gray, and dark brown.
The trimmings—iridescent beading,
Or the softest of snow-white down.

I know not in which she is fairest,
For I love her in each dress the same;
But I know she's a wise old mother;—
Who among you can tell her name?

EARTH'S SUMMER GARMENT, OR SIF'S HAIR.

GRACE E. GOODRICH.

THOR with his mighty hammer had driven the frost giants from the land. Beautiful were the meadows with grasses and flowers, and beautiful, too, as the face of Balder, was the summer sky.

Beside a mountain brook sat Sif, the wife of Thor. Sweetly she sang to the rippling water as she combed her long, golden hair. Not less fair was she than the fairest blossoms of the meadow.

Hidden from sight in a cave sat Loki, the mischief-maker. He saw Sif glance in the stream and smile. The dark eyes of Loki gleamed and flashed.

"How warm the day is!" thought Sif. "How cool and green the mossy bank! It shall be my pillow, and the brook shall sing me a lullaby."

Out from his hiding place came stealing the cunning Loki. With his flashing sword he cut off the tresses of the sleeping goddess and then returned to his hiding place.

Soon the sleeper awakened and leaned over the bank to touch her lips to the cool water below.

"When Sif looked into the crystal stream,
Her courage was well-nigh gone;
For never again her soft amber hair
Shall she braid with her hands of snow.
From the hateful image she turned in despair,
And hot tears began to flow."

Loki sat laughing at the deed he had done, when suddenly he heard a terrible sound. He knew it well for the sound of Thor's chariot. There was no time to escape, for in a moment the Thunderer stood before him with his face dark as a storm cloud. Down at his feet fell Loki, to beg the angry Thor not to harm him. "I will go," cried Loki, "to my friends, the dwarfs,"

"And thence for Sif new treasures I'll bring
Of gold, ere the daylight's gone,
So that she will liken a field in spring
With its yellow flowered garments on."

So Thor thought it best to spare Loki. He at once sped to the land of the dwarfs. After he had told his errand the little people set quickly to work. A little elf brought a lump of yellow gold to a dwarf woman to spin. As she spun the gold into fine, long hair for Sif, she sang a strange, wild song. When the hair was placed on Sif's head it grew there, and all declared her more beautiful than before.

A FROEBEL BIRTHDAY PROGRAM AS CELEBRATED
AT KEILHAU, AND DESCRIBED BY
FROEBEL HIMSELF.

THE following account of how the friends and students kept Froebel's birthday on April 21, many years ago, is taken from a letter written by Froebel to his friend, Barop. The little community was poor and struggling, and even threatened, but its members had sufficient good-will and fellowship to overflow to Froebel's honor. These earnest coworkers chose as the mediums of their demonstration the inexpensive but symbolic and touching things in nature. We commend the detail of this celebration to all kindergartners who are planning the annual April program:

In the midst of our trouble (so begins the letter) I supposed the 21st of April would, of course, pass unnoticed; but you shall see how greatly I was mistaken. About noonday our youngest scholars, who had just had a lesson on flowers with Middendorff, brought me a beautiful wreath, in the center of which was a rosy apple. From my dear wife I received three budding twigs, one of beech, one of linden, one of oak, with a touching note explaining what her gift symbolized. Later, upon entering the sitting-room, I found upon the table Langethal's present—an essay on "The Hebrews, Greeks, and Romans, the Leading Nations of Antiquity; or, the Typical Representatives of the Life of Humanity in the Boyhood of the Race." The essay was placed within an exquisite wreath woven by Ernestine (Mrs. Langethal).

Touched to the heart by so much love and kindness, I sat, in the afternoon, wrapped in grateful and happy thought, when a noise in the hall announced the arrival of visitors. It was the wife and daughters of my dear brother, whom, in honor of my birthday, my good wife had invited to spend the evening with us. I tried to run upstairs to put on a clean collar and cuffs, but Albertine (Mrs. Middendorff) stopped me on the way. Her angel daughter was in her arms, and the lovely little cherub held out to me a fragrant bouquet, around the stem of which was wrapped a strip of white paper, on which were written the following lines:

"Can we go out today, mother, my dear?"

"Nay, love, it rains; bring thy playthings here!

Where wouldst thou, little darling, go?"

"Where all the loveliest blossoms blow."

"And what wouldst thou do with the blossoms, sweet?"

"I'd lay them all at his gracious feet."

"At whose, my little one, kind and dear?"
 "His who was born this day of the year!"
 "Ah, little darling, stay thou here!
 Our garden shall make thee lovely cheer:
 There color and fragrance breathe and blow,
 And heaven's pure air shall fill thee so."
 "Mother, oh see now my garland fine!
 In sunshine I'll lay it before his shrine."

—*Translation by Mrs. Laura Richards
 for "Symbolic Education."*

With what feelings I joined the circle of loving friends you can readily imagine. Our precious little baby was the pure and living bond which united our hearts more closely than ever during that golden afternoon. Toward twilight I proposed that we should all walk to the Kolm (the plateau of a neighboring mountain, always a favorite resort with Froebel and his friends). What was my astonishment to find this sanctuary beautifully decorated, and its seats covered with velvet moss! I need not tell you that this charming surprise had been prepared by our dear Middendorff with the help of our pupils. Ferdinand and William had also decorated the space around our favorite beech tree as well as the path leading to it. Whether we had music I know not, but it seems to me I yet hear the voice of singing, and that the echoes of that harmonious evening will never die out of my soul.

"Thus" comments Wichard Lange, in his life of Froebel, "did these innocent old boys riot in love and friendship, and revel in the simplest gifts of nature, while creditors threatened them, the world despised them, and actual want stared them in the face."

HOW TO MAKE A WHISTLE.

[FOR A VERY SMALL BOY.]

FIRST take a willow bough,
 Smooth and round and dark,
 And cut a little ring
 Just thru the outside bark.
 Then tap and rap it gently,
 With many a pat and pound,
 To loosen up the bark
 So it may turn around.
 Slip the bark off carefully,
 So that it will not break,
 And cut away the inside part,
 And then a mouth-piece make.
 Now put the bark all nicely back,
 And in a single minute
 Just put it to your lip,
 And blow the whistle in it.

—*Selected.*

VITA—AN EASTER STORY.

MARION SPRINGER, PITTSBURG.

ONCE there lived in a flower a little child whose name was Vita. There were other children like her who lived in the flowers, in the birds, in the grass and trees, and even in the brown caterpillars. Every day thru the long, beautiful summer these children laughed, nodded, and played together—every day until the bright, happy summer time was nearly over. Then the wind blew colder, and pulled the leaves from the trees; then the birds sang a good-bye song and flew away—far, far away. One by one the flowers passed away, until Vita had only a brown caterpillar to talk with. But one day even he curled himself up in his doorless house, and Vita was all alone. How cheerless the world, and how lonely she was without her playmates.

Once in the summer time, when they had all been so happy, something whispered to her, "There's a work for you to do, little Vita."

"A work for *me* to do! It is so hard to work," she thought. She knew what she would do now that she was alone; she would go and find some place where no one had to work. There she would be happy, as happy as she was when her playmates were with her. So one morning she started, and the wind lifted her up and helped her oftentimes, for she was a very little one.

The first place she came to was a large city. It was very different from the garden where she had lived. There were windows with beautiful things in them which she had never seen before, but everyone hurried on, too busy even to see her, and the noise and black smoke frightened her. So she hurried on, out of the great bustling city, until she came to the quiet country again, where everything was peaceful and still. After the din of the town she walked along, sometimes not seeing anyone and sometimes passing a pleasant-looking farmhouse where she thought she would like to stay. But here, too, they were busy. So she walked slowly on.

One very cold day she came to a mill which stood by a stream in the woods. Vita thought this must be fairyland. The trees

were covered with snow and ice, and cobweb curtains hung from their branches, and there was a jocund sound among the boughs that sounded like a harp when the wind sweeps it. Vita would have staid here, but the stream could not stop turning the wheel, and the miller was too busy to talk, so Vita went on.

She wandered all thru this wood, but only saw a charcoal burner and his little son covering a pile of wood with earth. They worked very hard, and they lived in a poor little hut. Vita scarcely looked at this black man of the forest; his face was black, and his clothes were so old and queer. She did not want to stay there, so she sat on a little breeze that wafted her far above these workaday people. Far ahead, glimmering red, she saw a castle. She had heard the children in the garden talk about castles and knights. The sun shone on the windows until they gleamed like fire; she must get nearer. The wind, who was always willing to help her, helped her again, until she was on the very castle wall. She heard a loud blast from trumpets, that echoed thru the mountains and reëchoed, until it sounded as tho there were hundreds of trumpeters blowing their golden trumpets; but she saw only five horses galloping out from the castle, each horse carrying a rider with gay plumes, shining helmets, and glittering spears. How fine they looked galloping down the mountain side! She watched them until they were out of sight.

Vita felt very joyous, for now she had found the place she had been seeking for so long; she would be a knight, and live in this grand castle, and ride fine horses all day. Surely this must be the place. She thought she would watch the boys, who were shining the armor, until the knights came back. She did wish they would come back soon—then she would tell them that she wished to live with them. How happy they must be with nothing to do all day but have a good time. What was that the boys were saying? She turned and listened—she was not mistaken: "How long do you think we shall have to work before we can be knights?" Thought Vita, this beautiful castle is not the place; there is nowhere else to look, where shall I go now!

Far up the mountain, beyond the castle, she heard music and the shouting of people. They were waving their hands as they marched before a man, who sat on a white horse and bowed to them as they passed. The children, too, were singing and scattering flowers before him. Vita was too sad and weary to care

for the music and singing, but she went slowly up until she was near some of the people. She heard some one say: "He is a true hero, because he worked well for us." Vita turned away and cried mournfully: "Wind, oh take me down the mountain and let me die." The wind picked her up gently and wafted her downward across the river, then laid her down and left her alone.

I cannot tell you how long she lay there; the sun melted the snow and softened the earth, and down, down, down she sank, until she was buried in the dark ground.

Poor little Vita! how long she lay there in that dark place I cannot even tell you; but one morning something awoke her. It was voices; the whole earth was trembling and alive with voices; they were all answering some call. "We are coming, we are coming, we are coming," they said. Vita wondered what it could all be about, she could not move or see.

Just then a voice—so sweet that it must have come from heaven—whispered to her: "Come up higher, little Vita; come up higher." Her little heart swelled at the call, and she answered, oh, so faintly: "I am coming." She was covered up so tightly, and it was so dark, but even she, Vita, wanted to work now. She felt that she *must* go. She pushed her head up and her feet down; every day she worked, every day until she saw light. She kept on working, pushing, and growing, until one wonderful morning she lifted her head into the world and looked around. This surely was not the dead, old world she had wanted to leave; the air was balmy, the grass was green, the buds were peeping out, and from far away could be heard the birds' faint call, singing: "We're coming, we're coming."

Vita was happy. "I am glad, kind Wind, that I did not die." Everyone else looked happy too; the bells were ringing, and nearer and clearer the voices were answering: "We're coming, we're coming, we're coming."

Over there did she see the charcoal burner and his little son? Surely she did, but their faces were bright, not black. Vita was so joyous that she looked at the black man and smiled. He looked down at her flower face, and said in his deep, reverent voice: "Look, my son, Christ is risen." "Father, look! the beautiful butterfly." "Christ is risen indeed," answered the blackman. Vita heard him, and her heart softly echoed: "Christ is risen, new life has come."

"THE KINDERGARTEN CHILD—AFTER THE KINDERGARTEN."

EMELENE ABBEY DUNN, BROOKLYN.*

THE wisest reformers of whom we have definite account thru biographies and work have not generally accomplished results in their chosen profession by the use of satire. It is true that it has a sting and a smart air in print, but it is often a subterfuge, and represents inability on the part of the satirist to reach a solution of the vexed question by more humane processes.

The kindergarten, of all educational means, can best stand an attack of this sort. One reason is that it is quite used to the opinions of uninformed critics; another, that it is of such intrinsic value to humanity in general, and to our youngest citizens in particular, that it will go on its way rejoicing thru all of the impediments which unsympathetic outsiders may attempt to place in its way.

All who have read Mr. Fletcher's "Social Quarantine," whether they be teacher, preacher, parent, or satirist, must admit that it lies with this same kindergarten to substitute inhibitory impressions for those of a most pernicious character, peculiar among those people whose young generation is preparing to graduate in the school of crime and bad citizenship.

At the outset, it would be most unfair on our part not to admit that there are faults, and grave ones, in many kindergartens. But knowing the earnest self-sacrifice of most kindergartners, it is an undebatable fact that all who are active in this special branch of work with little children are eager for such changes and reforms as will best fit the children in their charge for sensible and appropriate continuous education. In accordance with this desire on the part of kindergartners there have been, for years, associate workers in every employment, art, and science, who have, with the kindergartners, turned the electric light of counsel and conference upon the subjects which form the basis of kindergarten development.

*Miss Dunn is not a kindergartner by profession.

Mothers and fathers have inspired and taught from a most practical standpoint. Tradesmen have lent valuable assistance by suggestions. Artists and musicians have used the best in their art for little children, and scientists have simplified their splendid subjects to the comprehension of a six-year-old. This is a statement on the side of sympathy with the most educational, the most socialistic, the most humane branch of modern education.

It has been the writer's privilege to study the beginnings of this great idea on the ground where it was first promulgated, to know clearly the aims, purposes, and results of the idea in its own environment.

Thuringia, more than fifty years ago, declared the need of such help in child nurture as the plans of Froebel presented. We say it declared the need of it, by its existing institutions of life, its poverty, and its coldness toward a little child. Thuringia still declares great need for the same work by conditions which have changed very slowly for the better.

This idea, in all of its local limitations and its race adaptations, was imported into this country by its own missionaries. It was, with the best intentions, pressed upon the mental digestion of American early development, and as it assimilated or failed to assimilate, was it adjudged to be in proper or improper form for our little folks. People of large benevolent nature, of practical sense, of unimpeachable mental endowments, were immediately attracted by it as a subject for the most sifting study and criticism. Its innate worth stood the test of analysis, and so it came about that American educators found meat in it for the earliest school training of the little waifs and nabobs who made up the attendance of their schools.

Prominent among the good material of this so-called "System of Kindergartening," were such faults as had been imported in the transfer of a foreign method. But the idea had to be tried, and tried it was in its entirety.

As far as it was possible, persons of especial adaptability were induced to take up the matter and follow the training of the foreign teacher. So broad was its application, the system was with a few exceptions accepted by the American student. As these trained teachers worked out their own salvation among the children, they learned much which was not in their course of instruc-

tion, and some things which negatived absolute adoption of the new scheme.

Here was a most opportune time for such as failed to see the good in it all to drop out of the ranks of kindergartners, and relegate the entire plan to the Hades of imbecility. This opportunity was eagerly grasped, and that is perhaps the reason why such articles as "The Kindergarten Child—After the Kindergarten," are written today.

Admitting most openly that faults of application existed in the work, the then unrecognized missionaries to little children kept bravely at work upon the knots and difficulties which presented themselves, and spread the essence of the doctrine as widely as possible.

If an exception could have been made in favor of kindergarten training, that only persons of great common sense, of fine culture, of all round experience, and a well-balanced love for children, would have been admissible to such a course, it might have been possible to cull from the ranks of the profession the small percentage of kindergartners who furnish illustrations of the undesirable training of children. But fortunately and unfortunately it was not so, and the rank and file were allowed to take the course of training as in any other department of education. I say fortunately, because it often happened that the development of the teacher after she was thrown with the children was not to be imagined during her training. As a rule today the kindergartner has the respect and approval of all teachers who are professional toward their work and sincere in their own teaching.

We speak of this because insipid and useless tendencies have been charged to the kindergarten. The basis of this charge may be due to the sometime youthful teacher, who goes into this work with little experience but with much enthusiasm for child life. If she errs in the direction of babyhood she is not to blame. It has been our good fortune to be connected with many schools, but not in the capacity of kindergartner. It has invariably been our pleasure to study and work for the interests of the youngest as well as of the oldest children, and therefore we have been favored with an opportunity to closely observe kindergartens, and the result of their training upon children both in and out of this earliest school.

While in no case has the kindergarten been perfect, we have never observed the presence of insipidity, or of that eager search for novelty which is often characterized as a part of the kindergarten method. On the contrary, our observation in this department has led us to comprehend the serious purpose of each activity and the desirable building of the structure of education.

Many people, by nature aloof from children, base their criticisms upon the superficial observation of minds prejudiced against the kindergartner's method of dealing with children. But as there are many cases, our own among the number, in which a complete conversion has occurred, upon fair investigation, it is by no means improbable, that others may be won over by like study.

To go on with the thread of the statement of historical facts, by and by, after long, persistent work and courageous partisanship, the kindergarten of America evolved from the inspiring message from Germany. May we never forget to place full credit to the account of those who brought to us this valuable idea.

The conditions of our country are favorable to radical changes in expeditious proportions, to wit, the recent tempering of the Old World's opinion of us as a nation. Just this has happened in kindergarten circles, and today finds an army of people carrying forward that movement as one of the greatest elements of social betterment.

Having much sympathy with all teachers, whether they fail in their chosen work or not, we would suggest that there may possibly be weak points in those who find themselves unable to cope with the little children from the kindergarten. As it is the universal opinion of all individuals who hold the best attitude toward children that the kindergarten child, after the kindergarten, is anything but a bugbear, and that number and reading are not such dry bones of desperation to the sharpened appetites of little people, it would be well for discriminating people to take the cleverly penned statements of the article mentioned with a grain of salt, always asserting that a fair and open field is the only one on which to fight (with due deference to our friends, the Philipinos).

Altho not of the company of kindergartners, we feel assured that we voice the sentiment of that body in saying that they welcome any suggestion which offers a substitute for that which should be eliminated, and that they are most willing to

subject their methods and matter to an open field of discussion. If such discussion will but provoke investigation of the most searching nature, many misty notions now prevalent may be dissipated, and in their place we may obtain a clarified knowledge of the kindergarten as it exists and as it should exist in the future. In that case we will thank the author of the article in question, for the discussion will certainly lead people to decide upon which side they stand in the "tug of war."

RESURRECTION.

J. W. RAIN.

THERE'S a bonnie bit cottage in yon auld toon,
Its roof-thack grown wi' mosses;
Where violets sprinkle the gowany green,
An' roses are sweeter than ever were seen—
An' the auld cherry-tree where the wind plays roun'
Wi' the fluttering blossoms it tosses!

Near the clematis casement the arm-chair stan's,
Where, after dinner is over,
Grandfather mingles his snow-white hair
Wi' the silken broon that nestles there,
An' baith are awa' in the dreamy lan's
Where the fairies dance in the clover!

How the past would come flooding my heart wi' tears
Of memory's dim, sweet sadness;
But the days o' lang syne arise out o' their cairn,
I relive them, enriched, in the life o' my bairn;
For her love maks each new day the crown o' my years,
While the past is a halo o' gladness!

THE laverock sings a bonnie lay above the Scottish heather,
It sprinkles down from far away like light and air together
He drops the golden notes to greet his brooding mate, his
dearie,
I only know one song more sweet—the wood notes of the
veery.

—Henry von Dyke.

THE INTERNATIONAL KINDERGARTEN UNION IN SIXTH ANNUAL MEETING.

THE NEW PRESIDENT, CAROLINE T. HAVEN—THE
NEXT PLACE OF MEETING, BROOKLYN, N. Y.

THE Buckeye state has been lauded for giving to our nation several of its greatest presidents and statesmen. Ohio has added to her historic laurels by entertaining, during the winter of 1899, two of the most promissive educational assemblies known to the modern world, viz., the National Superintendents' Meeting at Columbus, and the International Kindergarten Union at Cincinnati.

The sixth annual meeting of the International Kindergarten Union was opened auspiciously at 10 o'clock on Thursday, March 2, in the Scottish Rite Cathedral, which seats one thousand people, every seat of which was occupied. The address of welcome was given by

THE HON. GUSTAV TAFEL, MAYOR OF CINCINNATI,

who expressed his pleasure in addressing and welcoming to the city that noble body of women, the kindergartners. He declared that they were engaged in maintaining one of the most important branches of education, and one which has been too long neglected by the general public. His honor stated that of all the animal creation man is the most helpless at his birth, and the only thing that comes natural to him is his crying and kicking against having been brought into this world of trouble; and he showed, further, that because of his helpless condition in infancy there was the greater necessity for the proper tutelage, which was most important even from the earliest years.

After extolling the merits of the kindergarten system of education, Mayor Tafel again most heartily welcomed the delegates and friends on behalf of the citizens of Cincinnati, and wished them success in their deliberations and much pleasure thruout their visit.

MISS FANNY FIELD,

as president of the Cincinnati Kindergarten Association, presided most graciously over this initial session, then presented Miss

Wheelock, the president of the union. Miss Wheelock was received with great enthusiasm and appreciation, and stated that, as the sun had just burst forth from a mass of clouds as she entered the building, she had considered the atmospheric condition as an auspicious omen, and as she advanced down the hall the beauty of the artistic decorations, and the joyous, crowded assemblage had burst upon her view, and she congratulated the Cincinnati Kindergarten Association upon its admirable arrangements for the comfort and entertainment of its guests, and she was willing to lend to Cincinnati for the time being Boston's chosen title of "The Hub of the Universe." Miss Wheelock said that she was delighted to know of the great success of the kindergarten work in Cincinnati, and she, too, expressed pleasure at being able to attend the sixth annual meeting of the Kindergarten Union.

Under the direction of Miss Laws, chairman of the local executive committee, assisted by Miss Clara Newton and Mrs. W. B. Melish and others, the hall had been gayly draped with red, white and blue bunting, and the stars and stripes were greatly in evidence. The stage was banked in palms, and the speaker's desk was brightened with huge bunches of red and white roses. On the platform were the officers and speakers and kindergartners of national reputation. Some of the latter, and teachers of the best-known training schools, occupied seats in the boxes. The officers occupying seats of honor were the president, Miss Lucy Wheelock, of Boston; first vice-president, Miss Mary C. McCulloch, of St. Louis; second vice-president, Miss Anna E. Bryan, of Chicago; corresponding secretary pro tem, Miss Merrill; recording secretary, Miss Annie Laws, of Cincinnati, and auditor, Mrs. Mary B. Page, of Chicago.

The Cincinnati local committee of fifteen men and women deserved the heartiest congratulation of all upon the organization of their entertainment plans, which while they were thoroughly business-like, were at the same time eminently hospitable in the most delightful and cultured sense. Miss Wheelock conducted the remainder of the three days' session most ably and satisfactorily to all.

Miss Caroline T. Haven, the much honored corresponding secretary and treasurer of the union, was unavoidably detained

in New York by illness in her family. The president appointed Dr. Jenny B. Merrill, of New York, to serve in Miss Haven's place. As recording secretary of the union, as well as chairman of the Cincinnati local committee, Miss Annie Laws made the general announcements, rendering as well that multitude of indispensable service to the union attendant upon its annual session. The roll-call brought forth greetings from delegates, and hearty words of welcome from all sides, some thirty kindergartners responding in three-minute speeches.

Felicitous telegrams and short letters were read from the following absent members and friends: The Erie Free Kindergarten Association; the Baroness Von Bulow, a niece of the patroness of Froebel; from the Eastern Kindergarten Association of Boston; from the noted Maria Kraus-Boelte, of New York; a letter from Eleanor Heerwart, president of the International Kindergartnerinnen Verein of Dresden, Germany; from Frau Schrader, of Berlin; also from Dr. E. Pappenheim, president of the German Froebel Association and president of the Berlin Society; from H. C. Bowen, chairman of the National Froebel Union of London, who was late Lecturer on Education at Cambridge University.

Invitations were read soliciting that the next annual meeting should be held in the following cities: Boston, Pittsburg, Chicago, Grand Rapids, Brooklyn, and Nashville. The following committees were then appointed:

Time and Place for Holding the Next Convention—Miss Mary C. McCulloch, St. Louis; Miss Patty Hill, Louisville, and Miss Anna W. Williams, Philadelphia.

Resolutions—Miss Mary Runyon, New York city; Miss Frances Newton, Chicago, and Mrs. Lucretia Willard Treat, Grand Rapids.

Nominations—Miss Lucy Symonds, Boston, chairman; Miss Phillips, Des Moines, Iowa; Miss Fannie Field, Cincinnati; Miss Allison, Pittsburg, and Mrs. J. N. Crouse, Chicago.

A delicious luncheon was served at the noon hour, under the efficient direction of Mrs. W. B. Melish, Mrs. W. R. Benedict, Miss C. C. Newton, and a great number of ladies who kindly assisted. About one hundred and fifty persons were comfortably seated and served at one time.

FIRST MOTHERS' SESSION.

On the afternoon of Thursday the International Kindergarten Union conducted its first general public mothers' session, and the great cathedral was filled to its utmost capacity, Miss Anna E. Bryan, second vice-president, presiding. Miss Mari Ruef Hofer, of Chicago, sang many of the kindergarten songs, to the great delight of the audience, among others the "Chicken Song," "Bonny Song," "The Wind Song," and the "Postilion." Owing to the unavoidable absence of Mrs. Fanny Snow-Knowlton, of Cleveland, Miss Hofer sang two of Mrs. Knowlton's own songs, "The Dandelion" and the "Feeding of the Chickens," which were greatly appreciated. Being encored she sang, "The Lovely Moon," composed by Miss Mildred Hill of Louisville, who acted as accompanist on this afternoon.

The opening address of the mothers' afternoon was most fittingly made by

MISS EMILIE POULSSON,

whose subject was "From Play to Earnest," which she handled in the delightful, refreshing, and suggestive manner which that great audience had a right to expect from her. Two young kindergartners, coming into the mothers' session on Thursday afternoon, were overheard discussing the program: "Aren't you glad that we are going to see the finger-play lady?" One of the older kindergartners, in referring to the same speaker, was heard to exclaim: "Dear Emilie Poulsson! how much joy we owe to her!"

Miss Poulsson said, in part, "that, like the play of animals, the play of children is anticipatory of the activities which adult life will require. Child's play is, in fact, as Froebel says, the great, serious game of life in its beginning and care for later life demands care for the child's play. We must note the earnest element at all stages of the child's development. Kindergartners are usually particularly urgent on the subject of the mother's play with the baby, because babyhood is so brief that what can be done in it must be done quickly, or the opportunity is gone forever. But we should be equally urgent about the mothers' following out the implications of the play in the child's later life. We will take a few instances of this progress from play to earnest, using the Kicking Play, the All-Gone Song, the Tick-Tack, and the Target for our illustrations. All the Mother Plays given

in Froebel's book would instance the same wonderful possibility of compass or progression, from the trivial-seeming play to the unfolding and continuous application of its earnest meaning long after the play has become one of the unremembered incidents of passing days."

MRS. CORNELIA E. JAMES,

the principal of the Cincinnati Training School for Kindergartens, reflected great credit upon Cincinnatians by the able paper which she presented on "The Kindergarten and the Mother." She took the opportunity, too, on behalf of the seventy kindergartens of Cincinnati, to welcome all her coworkers from other cities. In her paper she dwelt upon the beautiful meaning of the word "mother," and said that the mother should be the child's companion, his nurse, his guide, and his friend; showed how the ideal mother differs from the mother who swamps a child in an ocean of unreasoning love, or, on the other hand, from the one who accepts her maternity as an inevitable and unpleasant necessity. She spoke of the great legacy that Froebel had handed down to mothers, and that it was the kindergarten which brought the legacy to her. She thought mothers should understand the best which the kindergarten has to offer. From her vantage-ground of mother, grandmother, and kindergartner, Mrs. James, after thirty years' experience in studying child-life, did not hesitate to say that the kindergarten is the greatest blessing that has ever been given to mothers. She repeated the watchword of the recent Congress of Mothers:

"To cure, is the voice of the past.

"To prevent, is the divine whisper of today.

"To perfect, is the infinite promise of the future."

As Mrs. C. E. Meleney, of Brooklyn, was not able to be present, her very interesting report of the mothers' committee was read. The report was bright, and full of helpful hints from up-to-date mothers' clubs in different parts of the country where many novel features had been introduced, sociability being a leading feature in many. She recommended that the round table should be instituted in connection with the annual meetings, where the best interests of the mothers' clubs will be discussed in greater detail, establishing a bond of sympathy.

To the great disappointment of all present, a telegram an-

nounced the severe illness of Mrs. James L. Hughes, of Toronto, who, as a mother, was to have made an address on this special program; and also the announcement that Mrs. Theodore Birney, who was to have attended the meeting as a fraternal delegate from the National Congress of Mothers, was unable to be present, being in quarantine by scarlet fever in Washington.

By special request Miss Wheelock addressed the audience, speaking especially to mothers. She quoted from Carlyle: "There is one man, and one only, whom I honor," and said she would like to formulate a sentence thus: "There is one woman, and one only, whom I honor, and that is the mother," and she told how mothers could inspire in their children high and noble thoughts, and said: "Unto you childhood looketh." These words closed the mothers' session, which was voted by hundreds of women-citizens of Cincinnati as one of the greatest epochs in their lives.

The evening of Thursday was occupied by a rich program, surpassingly rich in two scholarly papers by Professor Myers and Miss Caroline Hart.

PROF. P. V. N. MYERS,

of the University of Cincinnati, spoke words of welcome, and then continued with what was one of the most inspiring and culturing addresses of the entire convention, winning in one evening a whole kindergarten union for his friend.

Capt. E. R. Monfort, the president of the Board of Education, delivered an address of welcome, and alluded also to the fact that many persons would like the kindergartens of this city to be incorporated in the public school system. He thought that the majority of the Cincinnati school board favored incorporating the kindergartens; it was a matter of lack of funds at present.

CAROLINE M. C. HART,

of Baltimore, spoke eloquently of "The Origin of the Kindergarten." The address was a justification of the study of literature and the philosophy of history, which form the chief part of what is known as the "graduate study" of the kindergarten course. In order to make intelligible any explanation of the connection that exists between the two, a brief survey was taken of the intellectual movement at the beginning of the century, a movement which found very full expression in Germany, and which culmi-

nated educationally in the establishment of the kindergarten. Each age has a central idea to which everything responds, and its educational theories are only one aspect of a general movement. Collective life in history, and individual life, start from a principle common to both, therefore to watch the growth of the principle in history, noting what influences assisted, what retarded, the different stages of its development, is to secure true educational method. This was Froebel's application of the principle of education. The "unity of life" in history furnished a guide for him. The influences he organized to assist the child's development are found in his "Mother Play," his chief educational work. Every phase of life is introduced. The plays of the kindergarten are prescribed plays in one sense, but perhaps in a truer sense it may be said that the child prescribes them, for they correspond to his instinctive plays. These impulses of the child, shown in his play, are understood in the light of history, which is the record of the development of a great mind and heart, and a child's actions that had, before Froebel's time, seemed disconnected and meaningless, are now filled with great significance and seem as expressions of the first awakening of a child's mind and heart.

Miss Hart's address was invaluable to the young kindergartners and new friends of the movement, in that it indicated the philosophic substructure as well as culture range of the Froebellian doctrine. No one could go out from that session of the I. K. U. and ever again patronize the kindergarten by either indifference or superficial consideration.

Supt. S. T. Dutton, of Brookline, was prevented by illness from attending, and it is to be hoped that he will be given the opportunity to satisfy the disappointed many by appearing on the program of the seventh annual I. K. U. meeting.

MISS ELIZABETH HARRISON

generously consented to occupy his place, and spoke with her characteristic fervor and prophetic eloquence, in part, as follows:

We are living in the midst of most momentous times. A great era in history is upon us. As a nation of many men, peoples, civilizations, and races, we have, as it were, been molded in a moment into one nation, with one emotion, one thought, one resolution, and have arisen the young giant who is to struggle with and overcome the future. I traveled from Chicago to the

city of Detroit early last spring, and in every village and hamlet, and upon the roof of every farmhouse, I saw the American flag floating. What did this mean? Was it not that one great heroic thought was in all hearts, and that the people of our country had arisen in their might, unprepared by thought, without reason or premeditation, and demanded the most glorious deed with which history is cognizant?

As we turn from the stupendous record of history which we are now writing to the great record of art, we see again that we are on the threshold of a new era in the world's expression thru art. What meant our world's fair, with its perfect unity and harmony of all its buildings, the keeping of the individuality of each building, yet the suppression of excess out of consideration for the other buildings? Did not this expression in architecture proclaim to us the coming unity of the human race? What mean those mysterious, yet wonderfully suggestive, pictures which Sargent has painted upon the walls of the Boston Library? They are not the worship of the Egyptian gods, the glorification of the gods of Greece, nor the exaltation of the deities of the Roman Empire, but of all religions, their limitations, and their strengths.

The great art of the future is the American art. Not because we are Americans do I prophesy this, but because America in her deeds has transcended the deeds of all other nations; has stooped to lift up her weaker neighbor; therefore to her shall be given the greater vision and the higher ideal. Again, turning to the third of the world's great volumes, that of thought, we see vast prospects opening out to the student of today. We have met here to consider the subject of education. There is all along the line such an awakening as never before. Teachers are meeting together in clubs and reading circles; institutes are multiplied; chairs of pedagogics are being placed in every great university. Still greater is the fact that parents are awakening to a realization that they, too, are teachers. Mothers' clubs are multiplying all over the land; mothers' congresses and convocations have ceased to be the butt of ridicule and the target of wit. Greatest of all the evidences of the awakening, in the educational world, is this fact, that it is the spiritual nature of man which is the central theme of study. Intellects no longer merely accumulate facts of history, geography, arithmetic, and the sciences, but learn to search behind the effect for the cause.

The teacher who cannot give to her scholars reasons as well as facts must soon resign, and have her place taken by a newer woman. The moral training of children, so much talked of, has ceased to be a theoretic training, but is a real one in responsibility and relationships, as shown by the efforts at self-government by the pupils being made in our best schools. The spirit of democracy is abroad; it is the great world's spirit at work, preparing us for the next great step in the race development. 1

The morning of Friday, March 3, was set apart and made memorable by the

CONFERENCE OF TRAINING TEACHERS,

which was conducted as announced by Mrs. Alice Putnam, the chairman of the special committee in charge of the interests of training schools. The following were among the training teachers present at the conference:

Mrs. Alice H. Putnam, chairman, Chicago; Miss Wheelock, president I. K. U., Boston; Miss McCulloch, vice-president, St. Louis; Miss Bryan, Chicago; Dr. Jenny B. Merrill, acting corresponding secretary, New York; Mrs. Mary B. Page, Chicago; Miss Annie Laws, recording secretary, Cincinnati; Miss Elizabeth Harrison, Chicago; Mrs. J. N. Crouse, Chicago; Miss. Alice Fitts, Pratt Institute, Brooklyn; Miss Glidden, Brooklyn; Mrs. Worden, Topeka; Miss Harriet Niel, Washington; Miss Bertha Payne, Chicago; Miss Emilie Poulsson, Boston; Miss Symonds, Boston; Dr. Mary Law, Toledo; Miss Anna Littell, Dayton; Mrs. Brown, Columbus; Mrs. Stannard, Boston; Miss Isdell, Albany, N. Y.; Miss Charles, Lexington; Miss Pollock, Washington; Mrs. Cornelia E. James, Cincinnati; Miss Field, Cincinnati; Mrs. Gregory, Utica; Miss Josephine Jarvis, Cobden, Ill.; Miss Newton, Chicago; Miss Patty Hill, Louisville; Miss Mari Hofer, Chicago; Mrs. Langzettell, New York; Miss Williams, Philadelphia; Miss Runyan, New York; Mrs. Lucretia W. Treat, Grand Rapids; Miss Wheeler, Grand Rapids; Miss Cora Law, Toledo; Miss Morrison, Cleveland; Miss Phillips, Des Moines; Miss Mildred Hill, Louisville; Miss Burton, Louisville; Clara S. Brown, Indianapolis; Ada Van Stone Harris, Newark, N. J.; Laura P. Charles, Lexington, Ky.; Eveline A. Waldo, New Orleans; Pearl Carpenter, Covington, Jessie M. Winterton, New York city; Grace Fairbank, Chicago.

While this conference was called a closed session, to which students and delegates other than training teachers were not admitted, there was representation from every leading training school in the United States, and the influence will be far from closed to the rank and file.

Mrs. Putnam, as chairman of this committee, has rendered an inestimable service to the profession during the past year by carrying on a carefully-planned campaign of correspondence with the local committees in the various cities, as appointed to co-

operate with the general committee. The suggestions gathered thru correspondence were organized and reduced to the following ten topics by Mrs. Putnam:

1. Length of Course: Which is better, a high school course and two years special kindergarten training, or a college course and one year's training?

2. Subjects: What subjects should be emphasized in a two years' course? Psychology? By whom taught, the training teacher or a specialist? How taught? The lecture system, or may its principles be discovered by the student? Text-books? What ones? How much time relatively to psychology and child study compared to manual training?

3. The Mother Play: When to be begun? First or second year? Relative time to be given to this? Which is most helpful, a general study of the whole book, or place emphasis on a few songs, studying these thoroughly and specifically?

4. The Education of Man: When to begin? How to study? Which chapters are most vital? A general view of whole book?

5. The "Pedagogics": What relative time to be given to this book? (a) The gifts from Froebel's standpoint. The gifts from view of modern psychologists. (b) Should attention be given in training class to other materials and work (i. e., simple carpentering, basket-making, etc.)?

6. History of Education: How much time? How much time to study of primary methods? Best work for summer institutes?

7. Music and Art: What art work should be required? Place of Froebel's network drawing? Should piano-forte playing be one of the requirements for admission to training class? Relative time given to music?

8. Literature: What place should study of great literature hold in two years' course? Should it be part of regular course, or supplementary?

9. What science work is essential in the training school? Should this be the observation of nature or a *study* of nature?

10. Should observation and practice in a kindergarten be carried on simultaneously with class work, or should it follow after a given period of study?

The above topics were finally reconsidered and revised with especial reference to the conference to be held at Cincinnati.

The following letter was sent out by Mrs. Putnam in this connection:

It is gratifying to note that there was great uniformity in many of the subjects which are suggested, and this has also simplified the work of the committee and made it possible to prepare a plan which shall cover, to some extent, the problems of many teachers. It has been thought best to select those which will voice the de-

sire of a majority, and to confine the discussion, at least for this year, to a few, perhaps not more than three or four questions, or even a smaller number, feeling sure that if a consensus of opinion can be gained even on these, our work, as a body, can be more uniform. It will be deemed a great favor if each member of this committee will again select from these ten topics three or four, which seem most important, suggesting also the names of the persons desired for leading in the discussion of each. When such leaders have given their experience and opinion there will be opportunity for a more general expression. It is hoped that in the choice of leaders opportunity will be given for more than one point of view, and that whatever the majority of those present may desire to indorse, there shall also be respectful attention to any "minority report."

The two topics which occupied the full time of the conference were: Psychology in the Training School, and What Art Work should be required in the training school. A complete report of the discussions and impromptu addresses is in the hands of the chairman, which will be carefully revised and then printed in full in the *Kindergarten Review* and the KINDERGARTEN MAGAZINE. A *Commercial Tribune* reporter, who was refused admittance to the closed conference, took his revenge by announcing that "the alleged reason given for closing doors was that the deliberations were of an immature character."

However this may be, the conference of training has begun the fulfillment of its great purpose of polarizing the kindergarten profession.

THE PLAY FESTIVAL,

admittance "by card only," on Friday afternoon, was conducted by Miss Mary McCulloch, of St. Louis. The noble six hundred, including officers and delegates, assembled to receive hearty greetings from many cities, and then promptly transformed themselves into kindergarten children. The following graphic account appeared the following morning in a Cincinnati daily:

It was a strange sight, indeed, to see the stately officials of the International Kindergarten Union, the philosophers of the kindergarten method, and the specialists in kindergarten training become like little children, and romp and play with all the happy abandon, and, it must be confessed, with all the childlike zest of the average five-year-old. They put aptly into practice their doctrine, that there is tremendous education in play. Miss McCul-

loch then took the floor, and, after reading greetings from the Froebel kindergarten in Germany, she announced that everybody in the room was a child, two or three years old, perhaps, but no one must be over seven. The pianist struck up a lively tune, the general called out: "Everybody get a partner!" and the grand march was on, with Miss McCulloch and Mrs. Page, St. Louis and Chicago, for once in happy amity, leading off hand in hand. It was a pretty sight. Everybody had come in reception dress, and the pretty toilets made the scene a bright one. The scarlet carpets, the brilliant lights, and the gayly-dressed marchers made a picture which was framed by the crowds in the balcony and about the wall. In a few moments the open space in the large assembly room was a waving, moving mass of light and color. Three hundred kindergartners were three hundred happy, light-hearted children for the moment, and they entered into the play with a spirit which proved that they were capable of inspiring the love of play in others. In the gayly-moving throng one could distinguish the gentle, slender president of the union, Miss Lucy Wheelock, of Boston, with her high-bred face, and dainty gown of black and white; Miss Anna Williams, of Philadelphia, whose classic features are reproduced on every silver dollar coined in the mints of the United States; pretty, rosy Miss McCulloch, of St. Louis, in silver-gray; dignified Miss Annie Laws, of Cincinnati; Miss Emilie Poulsson, of Boston, editor of the official kindergarten magazine; Mrs. Page, of Chicago, auditor of the union; Miss Symonds, of Boston, who laid aside her austere manner for the afternoon; Miss Fannie Field, president of the local union, who skipped merrily about, as did also Mrs. Carrie K. Benedict, also of Cincinnati; Dr. Jennie Merrill, of New York, and hosts of others.

After the grand march they formed a circle, and then all sat down on the floor. There is one very noticeable accomplishment which the kindergartners have—they can sit on the floor gracefully, and they can get up in a moment gracefully. Perhaps these practical gymnastics are responsible for the suppleness and grace which characterize their movements. Miss Poulsson first gave her finger-play studies. She has written so many of these dainty little verses, which have an Emily Dickinson cast of incisiveness and beauty, that she is familiarly known as "Miss Finger Play." First, the five fingers were members of a loving family—the father, the mother, "the brother so tall," the sister, and "the baby so small." They bow, and say, "How do you do?" to each other with great courtesy. Then they are a garden; one is the rose, one the lily, etc.; they are watered, fed by the sun and the dew, and grow bright and strong. The company then resolved itself into a party of travelers. As this game is played in the kindergartens, the little travelers who come into the circle tell, by mo-

tions and songs, what land they come from, and then everyone else becomes a native of that land, and does likewise.

The first travelers yesterday afternoon came from "skipping land, where the people all go skipping, skipping gayly two by two." Then everybody skipped. Then the spirit of the convention and of fun began to pervade the party. Two travelers returned from "Dayton land," whither they had journeyed to see the Cash Register Company, and had seen the "children all go farming." Miss Mari Hofer and another lively Chicago delegate skipped lightly onto the carpet, and, after being welcomed, said that they had come from Chicago land, where the people all go hustling, hustling gayly hand in hand—and they proceeded to give an example of the genuine Chicago hustle, which was decidedly infectious. Then Miss Wheelock, supported by another Hubite, illustrated the favorite dissipation of the city of learning, and marched sedately about the circle, reading Browning from their hands spread open bookwise. Others gave tearful examples of the lands which had no delegates to the I. K. U., and the play closed in a gale of merriment:

Then they were dancers—

A partner right merry,
Polite and gay and neat,
Go seek among your playmates,
Then dance with nimble feet.

The girls from the Cincinnati Training School played "The Knights" with much spirit and grace, and the whole assembly then became birds. Then they were soldiers, and each carried a flag, which was waved vigorously. The Scottish Rite Cathedral seemed an animated pageant of the national colors, and the festival closed with the singing of the well-known patriotic songs, in which the audience joined. The convention then gave three cheers for Cincinnati, three cheers for the kindergarten, for all kindergartens, for Froebel; for their president, Miss Wheelock, for Miss Annie Laws, for everything, and, altho it was very evident that the spirit was more than willing, the sad fact must be recorded that women cannot yell. They mean to, and they try hard, but either from inexperience, or from natural limitation, they cannot make the right sound.

The Cincinnati Froebel Club was hostess of the reception which followed the play festival.

PROF. DANIEL BATCHELLOR

gave an exposition of his original system of teaching tone by color on Thursday morning, at the kindergarten training school on Linton street. The rooms were filled with the guests interested in the tonic sol fa system, as applied by Mr. Batchellor, who

remained in Cincinnati for a week after the convention to conduct a special course.

About fifty children, in a circle, entered into a play, and, following the example of their teacher, imitated tones made by dogs, cows, sheep, etc. Next, the children were led to imitate the sound of bells, the children playing upon the imaginary bells. They reproduced the first, the third, and the fifth of the scale. They then listened to detect the different bells, and afterward listened while the tones were sounded together upon the piano in a common chord. Then Professor Batchellor introduced small colored bells, which the children associated with the sounds which they had already learned. In a few moments he had taught them a little bell song, of which a verse was as follows:

"Hear the 'do' bell firmly calling, ding, dong bell;
Calm and sweet the 'mi' bell answers, ding, dong bell.
Clear and bright the 'sol' bell answers, ding, dong bell;
Now the tones are sweetly blending, ding, dong bell."

Next a series of colored picture cards, illustrated with various-hued birds, were distributed, and the children were taught to sing the charming "Bird Song." Also, play lessons were given in rhythm. There were about fifty kindergartners on the stage looking down upon the play, and afterward all adjourned to another room and had a conference with Professor Batchellor on the meaning of what they had seen and heard.

Many delegates and members of the association spent the entire morning visiting those kindergartens of the thirty-six, under the auspices of the Kindergarten Association, which were the most accessible to their particular hotels, and many expressions of delight were heard over the beautiful rooms, the lavish supply of plants and pictures, and, above all, over the playfulness of the kindergartners.

THE LAST PUBLIC SESSION

was held on Friday evening, and in spite of the impending storms an enthusiastic company greeted the speakers. "Froebel and Modern Psychology" was the subject of a carefully prepared address by Miss Bertha Payne of Chicago, and was listened to with eagerness, coming as it did after the training teachers' conference on the same subject the previous day. It was an able thesis, in which the idealisms of Froebel were reconciled with the investigations of modern psychologists. She spoke in part as follows:

The revival of interest in psychology has reached the kindergarten. The kindergarten is being questioned to know if it rests on a sound psychologic basis. The kindergartner wonders where best the inquirer may find Froebel's psychic principles. If she directs him to study a kindergarten he may be so unfortunate as to hit upon one that does not fairly interpret Froebel's understanding of the growing child mind. The immature kindergartner, the literal kindergartner, and the sentimental kindergartner all lay the whole psychologic substructure of Froebel open to the most drastic criticism if the critic's experience has unhappily been confined to these examples. Turn to Froebel's writings, then, and get his psychology direct; but here we meet with this difficulty—he has undoubted, clear, true fundamental principles based on his knowledge of the mind as a growing entity; one must sift them from his philosophy, sociology, ethics, religious musings, pedagogy, and practical directions to parents. A few critics on the psychologic side apparently never get beyond the philosophic statements in the opening chapters of the "Education of Man." When found, his principles both anticipate and parallel those that are fundamental in psychology today; this is all the more remarkable when we remember how far removed he was from all the influences that have shaped psychologic thought since his time. The renaissance in psychology is colored by two principles, mainly: first, the principle of evolution, and, second, the scientific method of study. Both have been carried over from the domain of physical research to be applied in psycho-physical and psychical research. The principle of evolution verifies and expands, and adds a scientific outlook to the philosophic conclusions of Froebel. His doctrines of stages of growth, unity of consciousness, motor nature of consciousness and motor and sensory reactions, are all paralleled and developed by modern psychology, while the investigations in brain and sense physiology, in the reactions of states of consciousness on bodily conditions and *vice versa*, have added what it was impossible to know fifty years ago. This knowledge enables one to know more definitely the conditions under which young children should work and play, and we can no more disregard the demand for modifications of our work made by this knowledge than we can ignore the discoveries in electricity that have been turned to the advantage of civilization.

Mr. Henry Turner Bailey spoke on "Art in the Kindergarten," and aimed to sweep some of the traditional cobwebs from the kindergarten sky. Mr. Bailey said in part:

We may learn something about fine art in the kindergarten by considering the conditions under which fine produce is obtained in a kitchen-garden. The ends to be secured in one case are good, beautiful, self-perpetuating vegetables and fruits; in

the other good, beautiful, self-manifesting men and women. One end is physical, the other psychical. The conditions of successful gardening are three: Good seed, a propitious environment, and efficient management. So in the kindergarten, if we are to have artistic work there must be recognition of the original creature activity of the child. An environment where harmoniously tinted walls, pretty draperies, fine pictures, flowers, and birds combine to produce an art atmosphere. The games and occupations, the illustrative sketching, the object drawing and design, will all furnish occasion for the artistic expression of the child. An efficient teacher, with some training in art, will eliminate those things which offend—crude colors, kaleidoscopic paper cutting, inappropriate sewing and intricate designing, with sticks, rings, and lines, and lead her pupils to do work where color, good spacing, pleasing arrangement and simple, direct expression combine to produce an artistic result. The kindergarten should strive daily for simple beauty in gesture, in song, in dress, in decoration, in every work of her own and the children's hands.

"If you get simple beauty and naught else,
You get about the best thing God invents."

Mr. Bailey advocates the removal of the loops of colored paper, tissue paper flowers, dried grasses and advertising cards from kindergartens, to be replaced by properly tinted walls and a color scheme which should be carried out in every arrangement of the interior. He referred ironically to the usual method of decorating kindergartens with gaudy pictures, and suggests that reproductions of the best art adorn the walls, so as to be a constant help to the childish minds in assimilating that which is really beautiful. His references to the present system of characterless work caused much amusement among the young teachers. He exhibited a collection of studies by the Lowell (Mass.) children which were really beautiful.

At the close of the evening the audience gave the kindergarten salute for Miss Annie Laws and the convention committee, for the excellent entertainment of the visitors.

The following telegram was received from John H. Patterson last night:

NEW YORK, March 2, 1899.

NATIONAL KINDERGARTEN CONVENTION:

I regret exceedingly that illness prevented my being with you in Dayton Wednesday. I was anxious to demonstrate to you that our institution is built on the principles which you teach in your work, the most important to humanity of any in the world.

JOHN H. PATTERSON.

Waldorf Hotel, New York.

In reading the above, Miss Annie Laws, corresponding secre-

tary, called attention to the article referring to the National Cash Register establishment at Dayton appearing in the February number of the KINDERGARTEN MAGAZINE.

A REPORT ON GIFTS AND OCCUPATIONS

was made by the chairman of that special committee, Miss Minnie Glidden, of Pratt Institute. Miss Glidden had compiled her report from the data furnished by seventy-three training schools, classifying it geographically as the east, the middle west, and the far west. The report occupied over an hour of the convention's time, and opened many important questions for discussion. A motion was unanimously passed that this report be made the subject of a special session at the next convention. It was a noteworthy fact that at the close of this technical and detailed report the audience of kindergartners urged for more light and more discussion of the subject. The earnestness of the entire delegation prophesies most substantial growth to the profession for the coming decade.

Brooklyn is to be the place for the gathering of the kindergarten clans under the International Kindergarten Union during Easter week in 1900. The rivalry between various places desiring to play host for this occasion was eloquent and spicy, Pittsburg, Chicago, and Grand Rapids making equally tempting propositions. The invitation from Boston for 1901 was favorably received. The following officers were elected:

President, Miss Caroline T. Haven, New York.

First vice-president, Mrs. Alice H. Putnam, Chicago.

Second vice-president, Mrs. James L. Hughes, Toronto.

Corresponding secretary and treasurer, Miss Mary D. Runyan, New York.

Recording secretary, Anna W. Williams, Philadelphia

Auditor, Miss Patty Hill, Louisville.

The following committees were appointed to serve during the ensuing year:

Advisory Committee: Miss Lucy Wheelock, Miss Susan E. Blow, Miss Anna H. Williams, Miss Elizabeth Harrison, Miss Sarah A. Stewart, Miss Nora A. Smith, Miss Mary J. Garland, Mrs. Lucretia W. Treat, Mrs. Alice H. Putnam, Miss Annie Laws, Mrs. Alice Page, Miss McCulloch, Miss Caroline Hart.

Literature, Magazines and Library: Miss Amalie Hofer, M

Lucy H. Symonds, Miss Patty Hill, Miss Caroline M. C. Hart, Miss Sara E. Wiltse, Mrs. Kate Douglas Riggs, Miss Nora A. Smith, Miss Emilie Poulsson, Miss Ella C. Elder, Miss Fannie-belle Curtis, Miss Mary D. Runyan, Miss Alice O'Grady.

Publication: Miss Anna Williams, Miss Annie Laws, Miss Gertrude O'Grady.

Training: Mrs. Alice H. Putnam, Miss Laura Fisher, Miss Alice E. Fitts, Dr. Jennie B. Merrill, Miss Elizabeth Harrison, Miss Anna E. Bryan, Miss Mary J. Garland, Mrs. Kraus-Boelte, Miss Caroline T. Haven.

Child Study: Mrs. Anna E. Bryan, Miss Eva B. Whitmore, Dr. Jennie B. Merrill, Miss Kate Banning, Miss Clara J. Mingins, Mrs. S. S. Harriman.

Gifts and Occupations: Miss Minnie V. R. Glidden, Miss Cynthia P. Dozier, Miss Hattie Twitchell, Miss Geraldine O'Grady.

Music: Miss Mari Ruef Hofer, Dr. Daniel Batchellor, Mr. W. W. Gilchrist.

Games: Miss Bertha Payne, Mrs. Marion Langzettel, Miss Georgia Allison.

The Mothers' Committee, a new committee, was organized with the following appointments: Mrs. Cornelia E. James, Mrs. James Hughes, Mrs. M. L. Van Kirk, Mrs. C. E. Meloney, Mrs. J. H. Stannard.

RESOLUTION PASSED UNANIMOUSLY.

Resolved, That we, the visiting members of the International Kindergarten Union, are deeply indebted for the royal hospitality which has been shown us during our sojourn in Cincinnati by its various city organizations as well as by a large number of its citizens; for our very commodious and attractive meeting place, the Scottish Rite Cathedral, and for other favors we owe thanks to the Cincinnati League; for the decorations to the John Shillito Company and J. A. Peterson, and the piano used during the sessions to the D. H. Baldwin Company. The manager of the Grand Hotel generously gave us the use of convention hall for one of our morning sessions. Thanks are due to the A. H. Pugh Printing Company and to the local press for assistance in many ways. Our liberal entertainers have planned not only for our comfort and convenience during our sessions, but also for our recreation. The Cincinnati Woman's Club, the Cincinnati Art Museum Association, the celebrated Rookwood pottery and the Cincinnati Street Railway Company have all extended gracious courtesies. The forethought and skillful attention to details which have insured the successful conduct of the convention have been planned in an unexceptionable manner by the Teachers' Club, the Cincinnati Kindergarten Association, the Froebel Club, and finally by the local committee under the able leadership of Miss Annie Laws. We leave with reluctance the city wherein we have passed three such agreeable days and held so profitable and inspiring a meeting. Respectfully submitted,

MARY D. RUNYAN,
LUCRETIA W. TREAT,
FRANCES E. NEWTON.

The reports of the secretary and treasurer, and of the following named committees, were heard: Magazines and Library, Miss Emilie Poulsson; Child-Study, Miss Anna E. Bryan; Games, Miss Bertha Payne; Music, Miss Mari Ruef Hofer. Because of lack of time they were given in a necessarily abridged form. They will be printed in full in the official report.

ITEMS FROM A DELEGATE'S NOTE BOOK.

The official envelope, which was furnished to each delegate on registration, has been voted as a great convenience as well as expedient measure by all who attended. This envelope contained all general announcements, the official program, the cards for various social engagements, and the directions for reaching the kindergartens and other points of interest in the city.

The street railway was given over exclusively to the kindergartners for several hours, in order that they might enjoy the excursion about the city in parlor cars, as guests of the city. The visit to the Rookwood Pottery was a great privilege.

The St. Louis kindergartners sent their usual annual greeting to each delegate and officer of the I. K. U., consisting this year of a handsome card interpreting the six colors of our First Gift, as follows:

The Red beads of Love and Inspiration that have been generated by our united efforts.

The Orange spheres, symbols of the sun, and a revelation of the Goodness of God.

The Yellow ambers of Desire awakened

"To let the new life in, we know
Desire must ope the portal."

The Emeralds, the color of Hope, the hope of Immortality and victory—the end to be attained.

The Blue, expressive of Truth from a celestial origin, and Fidelity to our trust.

The Violet, signifying Love and Truth, as it is a blending of the ruby and the sapphire. Such have been the individual efforts, and mighty must the chain of results be—a coöperation, a blending, a unifying Power, for—

"All are needed by each one;
Nothing is fair or good alone."

Dayton, Ohio, sent a delegation of thirty-seven kindergartners, including mothers and two fathers to the Cincinnati convention.

Plans are being made for a play festival, to be held in Dayton on Froebel's birthday, in which the workers of Columbus, Springfield, Cincinnati, and other adjoining cities will participate.

"What would you say was the characteristic feature of the Cincinnati meeting?"

"A joyous, hearty feeling of good will and good cheer—a glad earnestness."

If you want to know more of the work and services of our new I. K. U. president, read the sketch in the March KINDERGARTEN MAGAZINE on the "Kindergarten Work in the Ethical Culture Schools of New York."

Dr. William N. Hailmann, superintendent of public schools at Dayton, Ohio, was a welcome personality to many old friends among the excursionists to Dayton.

One enthusiastic Chicago kindergartner spoke her mind on the train as it carried the great company from Dayton to Cincinnati: "Well, I don't know which I feel most like doing—giving three cheers and a tiger or singing the 'Doxology!'"

HOW TALL I'VE GROWN.

A MERRY-HEARTED little child,
Once in the time of long ago,
Came from a mansion proud and high
To our poor cot with ceilings low.

And as he raised his merry eyes,
And saw the ceiling near his head,
His face lit up with glad surprise—
"Oh! see how tall I've grown," he said.

Ah, many a one I've seen since then,
And many a one no doubt you know,
Who thinks himself extremely high
Because his ceiling is so low.

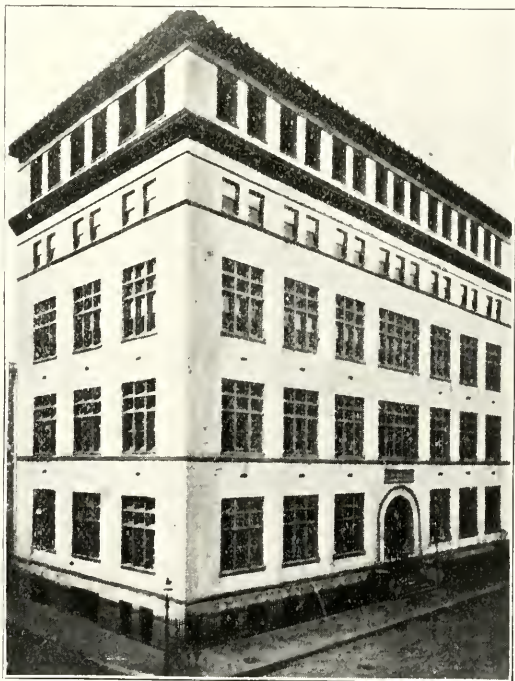
—Unknown.

THE ALFRED CORNING CLARK NEIGHBORHOOD HOUSE IN NEW YORK.

BERTHA JOHNSTON.

WITH an average arrival at her port of more than a thousand immigrants per day, many of the least efficient of whom never travel but a few miles beyond the street which marks her old city wall, New York finds it a difficult matter to keep pace with her growing population in the adequate provision of schools for children. She is thus confronted with the most perplexing problem. How to amalgamate these various peoples; how to train to a sense of the responsibilities and privileges of citizenship those who have heretofore been the children of a paternal government? Fortunately she is not wanting in generous and public-spirited citizens who have visions of an ideal City Beautiful, and are ready to give money, time, and thought toward its realization. We rejoice at the opportunity of describing one more such attempt of the more fortunate to bring joy, light, and inspiration to those less fortunate than themselves.

At the corner of Rivington and Cannon streets, in the most densely populated district of the city, where Russian, Polish, and



Alfred Corning Clark Neighborhood House.

German Jews most do congregate, has just been erected what is known as the Alfred Corning Clark Neighborhood House. The exterior is truly beautiful in its severe simplicity, indicative of strength and dignity, and we feel that the architect has well accomplished his purpose of creating a structure that would be subtly influential in revealing to the neighborhood the excellence of solidity and sincerity. The building is of white enameled brick, with terra-cotta copings and cornices. Large, rectangular, deep-set windows suggest a plenty of sunshine, the arched doorway bids us welcome, and the roof-garden makes the heart rejoice at thought of open-air mothers' meetings and summer evening gatherings.

The interior has evidently been thoughtfully planned, and is well worth the consideration of those interested in similar building projects.

In the basement are the janitor's apartments, four rooms and a bath, storerooms, lavatories, engine-room, drying-room, and ventilating apparatus. The first floor comprises the office, two kindergartens, two club rooms, lavatories, and cloak-room. On the second floor are the large assembly-room, kitchen, library, storerooms, lavatories, and cloak-rooms. On the third story are found four kindergartens, a conservatory, small classroom, lavatory, and cloak-room.

Overlooking the kindergarten of the first and third stories are mezzanine stories in the form of galleries for visitors. Each of these floors has its cloak-rooms, storerooms, and lavatories.

Upon the fourth floor are the dining-room, kitchen, bedrooms, etc., of the residents, and the roof-garden makes the fifth floor, a beautiful culmination of this substantial structure.

The generous supply of storerooms, closets, etc., would indicate that the architect was a woman, but the chief feature of the institution is to be the kindergartens. These have been organized by Miss Nora Archibald Smith, who selects the teachers and will plan all club and class work to be conducted by the kindergartners. The first one opened January 9, 1899, and three are now in operation, with an attendance of two hundred children under a corps of eight teachers. These are as follows: Miss Frances Goodman and Miss Laura Skinner, graduates of Miss Wheelock's Training School; Miss Helen Beebe and Miss Helen Richards, of the Chicago Kindergarten Institute; Miss May Sterling and Miss

Mary Smith, of Miss Caroline Haven's Training School; Miss Altie Sawyer, of the Mme. Kraus-Boelte Training School.

In that the kindergartners represent so many and such different schools of training, the reaction of one upon another cannot fail to be most wholesome, and the work will certainly be very much alive. Miss Smith has truly exemplified her usual wisdom and foresight in this selection.

The three principals, Misses Goodwin, Beebe, and Skinner, live at the house, which is in fact a Social Settlement. The manager of all housekeeping matters for the home of the workers, as well as thru the entire building, is Mrs. S. D. Brewster. The home is bright, airy, and attractively furnished. Each kindergartner is to have charge of a club of older children one afternoon each week, as well as of the mothers' meetings belonging to her special kindergarten. The club work so far as organized consists of cooking, drawing, and sewing classes, and basket-weaving for the girls and boys of the neighborhood, while mothers' classes are forming, and there are several societies of young men who meet in the evenings for study and recreation. Military drill is also given on the roof-garden for several companies of young men and boys.

The Alfred Corning Clark Neighborhood House aims to become a social center for the neighborhood, and as such will in the future conduct every form of work, play, and study for the dwellers in that neighborhood that experience has approved in similar localities elsewhere. In addition, original work will be attempted and experiments made which more limited conditions have not always allowed in other settlements.

Such is an outline of the work undertaken by the Alfred Corning Clark Neighborhood House. This house and the ideals it embodies are a "memorial." We quote from the New York *Evening Post* of January 9, 1899:

This Neighborhood House is a memorial, devised and erected by his widow to a most generous and public-spirited citizen of New York, Mr. Alfred Corning Clark, who was born in this city on November 14, 1844, and died here on April 8, 1896. Mr. Clark was one of the most notable philanthropists of his generation. Coming early into the possession of a large fortune, which grew with his years, his first aim was to make the best possible use of his wealth, and his next was to do this without attracting public notice. Of refined literary taste, fond of music and the drama, a

lover of all the arts, he never yielded to the temptation of becoming a selfish enjoyer of even the highest intellectual pleasures. He was constantly giving aid to young musicians and painters, and throwing his influence for the elevation of public standards in all artistic pursuits.

But Mr. Clark's interests were as broad as society. Devoted as he was to the arts, he was no less deeply concerned in the life of the masses. There was never a good cause presented to his notice which did not receive his careful consideration. There seemed to be no limit to his generosity. He was as modest as he was munificent, and he liked nothing better than to "do good by stealth." His gifts were most often anonymous. Even when the success of some charitable enterprise was due directly to him, he would allow his name to appear only as one among a long list, with nothing to distinguish his controlling agency in making it a success.

No more fitting memorial of this noble philanthropist could be established than this Neighborhood House, which will prove, from year to year, a source of blessing to old as well as young, an uplifting force to the whole community in which it is located.

Besides this noble memorial to her noble husband, New York state is indebted to Mrs. Clark for the preservation and beautifying of one of its most precious literary landmarks, in accordance with one of his favorite projects. In 1897 she had the grounds of the old homestead of James Fenimore Cooper, at Cooperstown, N. Y., laid out as a public park. To mark the site of Otsego Hall, the old home, a huge bowlder, weighing thirty tons, was brought to the spot, and upon it placed a replica of Ward's famous statue of the Indian Hunter, the original of which is in Central Park. Opposite the entrance to the grounds has been erected a library and museum, which also includes a prospective picture-gallery.

Surely the beautiful soul which has inspired so much creative good work is one of that "choir invisible, whose music is the gladness of the world."

A LITTLE of thy steadfastness
Rounded with leafy gracefulness,
Old oak, give me—
That the world's blast may round me blow,
And I yield gently to and fro.
While my stout-hearted trunk below,
And firm-set roots unshaken be.

—Lowell.

TOPICAL OUTLINES FOR MONTHLY MOTHERS' MEETINGS.*

MARY LOUISA BUTLER.

SUBJECT VIII—MUSIC IN DAILY HOME LIFE.

Topics.

1. What relation does music bear to the development of a child (*a*) physically; (*b*) mentally; (*c*) spiritually?

2. Shall children with little or no musical taste have any musical training?

If not, *why*?

If so, what shall the training be, and to what extent carried?

3. What music in the daily home life is the most lasting in its influence for good?

4. How can music be made a unifying factor in the home?

5. To what extent shall each member of the home be a part of its musical circle?

6. Froebel was so deeply impressed with the influence of the mother's voice upon the life of her child that he urged the daily singing of sacred songs in the home.

What songs do you think mothers of today should sing to and with their children?

7. What music heard in your childhood's days made the greatest and most lasting impression upon you?

As a rule the happiest homes are those in which songs are a part of the family life. If from these households the mothers will bring to the discussion of the above topics chapters from their own experiences, books need not be much studied.

It might be both profitable and interesting to hold a second meeting where hymn and song writers should be discussed and some of their works illustrated in song. The

*"If thou
the truth
wouldst
teach thou
must be
true thy-
self."*

*"The mean-
ing of a
song goes
deep. Who
is there
that in log-
ical words
can express
the effect
music has
upon us?
A kind of
inarticu-
late, unfath-
omable
speech
which leads
us to the*

*Miss Mary Louisa Butler served as organizing secretary of the First National Congress of Mothers; is also broadly known as a Sunday-school worker and writer, as well as author of that useful "Handbook for Mothers." She has spent many years in Child-Study and Mother-Study, and from her broad experience will bring to this work the helps that seem best fitted to meet practical needs. Any of the books referred to in above outlines furnished on application by Kindergarten Literature Company. These outlines in leaflet form 30 cents per hundred, assorted if desired. Subjects now ready as follows: "Children's Companions;" "The Bible in the Home;" "Other People's Children;" Pictures, and How to Utilize Them."

*edge of the
infinite."—
Carlyle.*

*"Musical
training is
a more po-
tent instru-
ment than
any other,
because
rhythm and
harmony
make their
way into
the secret
recesses of
the soul in
which they
do mightily
fasten"*

*"A thought
oft repeated
in song
becomes a
part of
the child."*

same might also be done with instrumental composers. A hymn, a song, a sonata, always means more to anyone when it's history and author are known and understood. Music in the daily home life would have new interpretations if father, mother, and children discussed every selection played or sung. Such method would gradually weed out trash and leave the best fruit to stimulate mental and spiritual growth. Valuable helps to such study are: A good musical cyclopedia, a musical dictionary, a good musical journal. And such books as: Mathew's "How to Understand Music," 2 vols., and the Upton Series, 4 vols.

Technical skill and scientific facts are essential to being great musicians, but there is much else to be learned from music. When parents fully realize that music learned at the mother's knee and around the family altar can be made a great source of strength to their children in solving life's problems, more care and thought will be given to this part of a child's education.

Ruskin, when writing of the ideal education of children, said: "In their first learning of notes they shall be taught the great purpose of music, which is to say a thing that you mean deeply, in the strongest and clearest possible way, and they shall never be taught to sing what they don't mean."

William L. Tomlins once said: "Deep down, deeper than what he does or thinks, at the very heart and soul of a child are latent tendencies of which he himself is ignorant. These music well sometimes reach. It searches out the flower-germs of the soul, awakening them to response, stimulating them to a largeness of growth that leaves no place for weeds. But the song must go down deep into the singer's nature if the weeds are kept out."

Carlyle, in one of his essays, wrote: "David, king of Judah, a soul inspired by divine music and much other hero-ism, was wont to pour himself in song; he with seer's eye and heart discerned the Godlike amid the human; struck tones that were the echo of the sphere-harmonies and are still felt to be such. Reader, art thou one of a thousand able still to read a Psalm of David and catch some echo of it thru the old dim centuries, feeling far off in thine own heart what it once was to other hearts made as thine?"

THE KINDERGARTEN CHILD AS PICTURED IN THE ATLANTIC MONTHLY.

SAMUEL T. DUTTON, SUPERINTENDENT OF SCHOOLS, BROOKLINE, MASS.

THE quiet life which many of us live is often rudely interrupted by some strange and unexpected occurrence. Those who have had the pleasure of reading the *Atlantic Monthly* for March were surprised to find in that excellent magazine, which has usually stood so definitely for law and order, an article entitled "The Kindergarten Child," which it is hard to classify with those utterances which bear the marks of sobriety and soberness.

We have read the article somewhat carefully, and find it next to impossible to decide whether the writer is out of harmony with child life, or whether she has met with some disappointment in life which causes her to see everything thru a lens of discomfort and unbelief. Her dislike of the kindergarten is only equaled by the sarcastic and bitter words which she uses in describing the natural expressions and activities of children. She objects to the kind and sympathetic treatment which her pupils had received in the kindergarten, and which led them to expect the same gentle care when they entered the primary school.

She holds up to ridicule the school superintendent who was endeavoring to have the constructive activity which had been begun in the kindergarten continued to some extent in the school, so that the shock which the child experiences in passing from the one to the other might be lessened, and his training might be consistent and continuous. All the crudities and errors of judgment which young teachers make, and which are made as well in the home, are carefully sifted out and displayed in this article as a sort of impeachment of the kindergarten. Several kindergarten songs, which, while not representing the highest art in poetry and philosophy, yet served fairly well the purpose for which they were used, are made to do service in heaping ridicule upon the same institution.

Possibly the author was disappointed and angry to find that her children were not prepared to learn and recite with avidity

Milton's "Paradise Lost" and the Ten Commandments. She evidently worships the three "R's," and thinks that anything in the primary schools which interferes with reading, writing, and arithmetic lacks seriousness, and ought to be discouraged. The statements are made with such particularity as to all the details of the kindergarten work, including its social and psychological aims, that one must suspect that somebody's confidence has been betrayed, for it is hardly likely that this definite information as to what the kindergartner did, and why she did it, could have come from the gossip of children. It must have been obtained from the kindergartner herself, who had no thought that the confidence she reposed in her associate would be betrayed.

After we had read the article thru the second time, it flashed across our minds that, after all, it might be intended as a joke; that the writer had observed the success of Mr. Dooley in dealing with social problems in a somewhat lighter vein than is usually employed, and was disposed to emulate his example. Or another explanation may be, that it is meant as a rebuke to primary teachers who are not always conscious of the broader aims in child-development, and sometimes criticise the kindergarten for its effect upon the children. It is certainly more charitable to assume that the writer of this mysterious article is making a confession of her own shortcomings and lack of comprehension of child-nature than to suggest that she is trying to strike a blow at the kindergarten, which holds so cherished a place in the estimation of all wise and thoughtful people at the present time. Other readers can draw their own conclusions, but I venture to affirm that if Miss Marion Hamilton Carter will visit some of the towns in New England, where the kindergarten has been established for several years, she will not only find kindergartners and primary teachers working together with the utmost sympathy and appreciation, but will see in both departments child-life in its happiest and most delightful forms.

Furthermore, she will see the intelligent mothers coming day after day to observe both in the kindergarten and primary schools, and to gather suggestions for the conduct of the home-life, so that the home and the school are as nearly one in spirit and purpose as they can be made. It is rather too late in the day to undertake to turn back the hands of progress in early education, when all over the civilized world the principles and aims

which animated Froebel in devising the kindergarten are being accepted and adopted. The fact that here and there the kindergarten appears as a caricature of what it should be is no argument against it. The exception proves the rule. Equally futile is it to point to the primary school whose teacher has neither mind nor heart to compass its great problems, and say that elementary education is a failure.

Referring again to our kindergartens and schools as we see them in New England, what is the opinion of the most intelligent primary teachers today concerning what the kindergarten does?

Being very familiar with this matter in a town where eleven kindergartens, having some nineteen teachers, are feeding the primary schools, it is a pleasure to say that there is unanimous agreement on the part of all the primary teachers, that the children receive incalculable benefit thru their kindergarten training, and are far better prepared to take up the activities of the school because of that training.

Many of these teachers are well advanced in life, and had long experience before the kindergarten was adopted in the town. They have not been hasty in making up their minds; on the other hand, they have no doubt been slow in doing so. They find the kindergarten children coming to them full of anticipation of what they are to enjoy, and they are slow to adopt any measure that tends to dampen this enthusiasm. They find them active, and needing activity. They are quick to see, curious to ask questions, ready to talk, and anxious to coöperate in everything pertaining to the school. And it is delightful to note that the same methods which make the kindergarten a highly socialized community, where there is much mutual sympathy and co-operation, operate also in the school, so that it becomes something quite different from the school of other days, when children were treated as little men and women, and when the aim of the teacher was to have as little stir and activity as possible, doing violence to the nature of the child, and often crippling him for life.

It is interesting to note, also, that there is no difference of opinion between primary teachers and kindergartners as to the true nature of the problem. Everything which begins in the one is continued in the other; songs, games, nature-study, stories, and number in its applied forms, are all continued with the same plan

of concreteness and interest, until they gradually shade into the more serious studies of the grammar and high school.

Again, the time has come when we may safely claim that the kindergarten, with all it has brought to the school of spirit and method, gives enlarged capacity to do work of all kinds, and its beneficent influence is felt not only in all grades of schools, but in college and in after-life. This is the universal belief of educators generally; and the reason that the kindergarten has not been accepted more rapidly in our New England communities as part of the school system has been simply, that the economic conditions have not been such as to permit the expense. The fact that the kindergarten has been attacked has only made it stronger in the faith of honest people. No doubt it has been justly criticised, and those modifications which are sure to come with more experience and knowledge are likely to make it still more of a blessing.

Alluding once more to the article to which reference has been made, it is sad to think that a person who wields so facile a pen should not employ her powers in constructive work for the benefit of the world and humanity.

THE LILAC.

THE sun shone warm, and the lilac said,
"I must hurry and get my table spread;
For if I am slow, and dinner is late,
My friends, the bees, will have to wait.
So delicate lavender glass she brought,
And the daintiest china ever bought;
Purple tinted, and all complete;
And she filled each cup with honey sweet.
"Dinner is ready!" the spring wind cried;
And from hive and hiding, far and wide,
While the lilac laughed to see them come,
The little gray-jacketed bees came—hum-m!
They sipped the syrup from every cell,
They nibbled at taffy and caramel;
Then, without being asked, they all buzzed: "We
Will be very happy to stay to tea."

—Clara D. Bates.

WHAT EUROPE AND AMERICA HAVE DONE AND ARE DOING FOR THE MENTALLY DEFICIENT CHILDREN.

MARY R. CAMPBELL, WISCONSIN.*

GENERAL RÉSUMÉ OF PRESENT CONDITION.

ONE of the most important functions of the state is that of caring for its mental and moral defectives. A comparatively new function is that of caring for its feeble-minded; and in this respect, the recognition by the state of its duty in educating and caring for these defective children, for they are but children in mind, America takes first rank. This is shown by the fact that in twenty states twenty-two institutions are well equipped for the education, training, and care of these blighted human beings. Other states are adopting a similar procedure, thereby proving not only the wisdom, but the success of this policy.

In nearly all of the European countries such institutions are maintained as private ventures or by charity. In Germany, altho there are 65 institutions for feeble-minded, housing 6,295, but 3 of these are supported by the state. Twenty-eight of these institutions, representing a population of about 3,000, are maintained at city expense, which is another step in the right direction. There are 17 private, 14 charity, and 2 religious (Catholic) institutions devoted to their care.

In England, up to quite a recent date, the support and improvement of this helpless class has been almost entirely by voluntary charity. England now supports at state expense one of the finest institutions of its kind. In 1875 a custodial and school department was established in connection with the Darenth institution, and proved so successful that the work which was hitherto purely philanthropic now became the charge of the state, and supported by the rates. Up to this time there had been but

*Miss Campbell is in charge of the Kindergarten Department of the Wisconsin Chippewa Falls State Institution for Feeble-Minded. She states that there has been no attempt in this sketch to present other than a most general and brief outline of the work (past and present) with the feeble-minded, and to present for consideration some phases of the subject that are now beginning to be discussed by educators, viz.: "The establishing of day schools and classes for feeble-minded children at state and municipal expense."

Frequent use has been made of the very broad term "feeble-minded"—that being now considered by American authority as the most comprehensive term—as it includes all grades, from the slightly deficient and improvable down to the lowest custodial grade.

little general interest shown, altho as early as 1846, fifty-three years ago, England had small private schools for imbeciles. Later other asylums and institutions admitted such patients to their care. It seems strange that England, with all her wealth and education, should have been so backward in seeing the necessity of the state taking charge of these unfortunates, but public opinion in England has been gradually awakened to the needs of this class of society, and can now boast of two model institutions, the Royal Albert at Lancaster, and the one previously mentioned at Darenth, Kent County. All told, England has twenty-three establishments for mentally feeble children, besides ten school board classes, the first of which was started in 1892. (These we mention later.)

France has sixty-three institutions, the majority being supported by charity. Altho France was the birthplace of the work with idiots, and is now the scientific center of physiological experimentation, and of medical work in this line, with Germany second, in educational work it is surpassed by America, England, and Norway. In nearly every country in Europe there are one or more institutions—private or charitable. Poland, Spain, and Greece are the only exceptions, there being no record of such establishments in these countries. Just what proportion of the population in these countries merits the organizing of such institutions is unknown, there being no classified statistics given. By some specialists it is thought that the Cretin type predominates, because of the mountainous regions. Other countries in which are establishments or hospitals devoted in part to the care and housing of feeble-minded are Australia, which has 1 institution established in 1872, with 132 patients; Canada, 1 institution, founded same year, in 1872, with 600 patients; South America, 3 private institutions where the feeble-minded are received, but where the care is not entirely devoted to this class. Statistics show but 58 housed feeble-minded in South America.

It is true that in certain countries of Europe there are institutions that in some phase of work rank ahead of America, but considering the problem as a whole, the United States seems to have found the best solution in the care, custody, and education of these unfortunates. In the educational part of this work it is recognized by the best authorities that England and America are first. Norway has some famous institutions noted for their edu-

cational work chiefly along the lines of industrialism. In one respect, however, America is behind, for, unfortunately, politics has entered largely into the control and appointments to positions; particularly is this true of the Middle and Western states, but in this respect she is making rapid strides toward perfection, for the state is recognizing the worth of placing superior men at the head of these institutions, men whose character, training, and experience are of so high an order that their positions are impervious to political upheavals, and the superintendents need not be afraid that with the incoming of each new state administration their heads will come off, for no reason excepting difference in politics. No superintendent can do justice to himself, his work, or to those under him, if he must cater to the whims and caprices of politicians. Now that the running of our state institutions is being divorced from politics, and the heads of these places are chosen for their fitness and ability, not because of political pulls, we can hope much for the better working of the internal mechanism of these establishments.

One urgent need for the states to meet now is the establishing of institutions for the moral imbecile. It has been proven that a large share of our criminal classes are congenital imbeciles, many of whom have reached adult age before being confined to asylums or penitentiaries. Such institutions would be of untold economic value to the state. Supposing this work had not the economic value to the state to recommend it, morality demands that these morally irresponsibles be under disciplined care. Such a case is now before the public. Becker, the wife-murderer, of Chicago, now on trial, bears stigmata of degeneracy.

A few of the states are recognizing the value of "an ounce of prevention is worth a pound of cure," for realizing that the degenerate population is increasing at an alarming rate, certain states are providing for their future welfare by prohibiting marriage to degenerates and to persons afflicted with certain diseases. The following is an extract from a Dakota newspaper:

BISMARCK, N. D., February 25.—The Senate today passed the Creel bill to regulate the matter of marriage in the state.

The bill provided for the appointment of a commission of three physicians in each county for examination of all applicants for marriage licenses.

No license to marry can be granted under the bill unless the

applicants present a certificate from the board of examiners that they are free from certain diseases and ailments, including hereditary insanity and tuberculosis.

A similar bill is now before the Wisconsin legislature. The Wisconsin bill is still more exacting. It prohibits marriage to or between insane persons, degenerates, and offenders of morality.

BRIEF RÉSUMÉ OF THE HISTORY OF THE WORK.

The Greeks had the most economic way of handling the idiot, for with Spartan code they left him to die from exposure, not considering him worth the trouble of bringing up.

In Europe, all thru the middle ages, the idiot was not considered mentally deficient, but possessed of the evil spirit. By the use of certain fetishes it was considered possible for him to have the demon charmed away and to have restored his mental faculties. Such belief in this did the people of those times have that, writes G. E. Johnson, in the *Pedagogical Seminary*, they believed "that a single hair from the beard of St. Vincent, placed about the neck of the idiot, drove the demon away."

The idiot was considered as temporarily inhabited by a demoniacal spirit—not that his peculiarities were due to a physical condition.

In the far East a feeble-minded person was regarded as a sacred being—as having something of the unreal and divine about him.

Some historians maintain that Mohammed, being an epileptic, was considered by the people to have something supernatural about him.

The literature on the history of training the idiot gives Itard the credit of being the first who has given us any recorded attempts to educate an idiot by physiological means.

But to America belongs the honor of the first systematic attempts at the education of the idiots in a school. In 1818 several feeble-minded children were experimented upon in the American Asylum for Deaf and Dumb at Hartford, Conn.

In 1828 three French physicians, Ferret, Voisin, and Fabret, were conducting experiments along this line in Paris.

In 1837 Edward Seguin, then about twenty-five years of age, began (with the aid of the celebrated Itard) to train an idiotic boy.

In 1842 Seguin was given charge of the idiots in the Bicetre, the famous French hospital in Paris.

Seguin came to America in 1848, and here he became famous.

He had published in French a book on "Traitement, Moral Hygiene et Education des Idiots."

His English work, "Idiocy and its Treatment by the Physiological Method," was published twenty years later. This book has long been considered the most authentic publication on the subject, but the last few years have produced more recent literature.

In 1842 there was established in Switzerland by Dr. Gugenbahl a school for cretins, a peculiar type of idiocy. This class, even after arriving at adult life, still retains the bodily and mental stature of the child. This type is peculiar to the secluded valleys of Switzerland and other mountainous regions where the people intermarry.

In 1846 the first training school for idiots in England was organized by Miss White.

Simultaneous with this movement in England, America was having her attention called to the necessity of the state caring for this class of unfortunates. Two men, Dr. F. B. Backus, of New York, and Judge Byington, of Massachusetts, were working hard to bring about such measures whereby the state would assume the support.

Thru their efforts the need of public institutions was brought to the notice of the legislature of their respective states. Unfortunately the bill introduced by Dr. Backus in the New York legislature in 1846, the first legislative action in behalf of the feeble-minded in this country, failed to pass the assembly.

Judge Byington, in Massachusetts, was working hard, and thru his efforts an experimental school was opened, the legislature appropriating \$2,500 annually. This resolve was passed in May, 1848, and four months later, October 1, 1848, the first pupil was received. This school eventually became what is now known as the famous Massachusetts School for Idiots and Feeble-Minded, located just out of Boston, at Waverly, Mass.

The legislature of New York in 1851 finally passed an act making an appropriation for the maintaining of an experimental school.

In 1852 the nucleus of the present magnificent institution of Eastern Pennsylvania was formed by Mr. J. B. Richards, formerly of the Massachusetts Institution for Deaf and Blind. In 1853 this school became known as the Pennsylvania Training School for Idiotic and Feeble-Minded Children. The money for its support was raised by private subscription, the state contributing an equal sum.

Two years later the foundation was laid at Elwyn, Pa., the present site of the Pennsylvania State Training School. The next few years saw great progress in the care of the idiotic. Several institutions in different states were organized.

In 1857 an institution was established in Ohio; in 1858 Connecticut had an institution founded. In 1860 the Kentucky institution was opened, and in 1865 an experimental school was opened in Illinois.

After 1870, different states in quick succession provided ways and means for the care of feeble-minded. The list of state institutions now stands as follows in order of organization, with superintendents as named after each state:

Massachusetts in 1848, Dr. W. A. Fernald; New York in 1851, Dr. J. C. Carson; Connecticut in 1852, Dr. George Knight; Pennsylvania in 1853, D. M. W. Barr; Ohio in 1857, Dr. G. Doran; Kentucky in 1860, Dr. J. L. Long, Illinois in 1865, Dr. J. M. Murdoch; Iowa in 1876, Dr. F. N. Powell; Minnesota in 1879, Dr. A. C. Rogers; Indiana in 1879, Mr. Alexander Johnson; Kansas in 1880, C. R. Wiles; California in 1885, Dr. A. E. Osborn; New York Institution for Feeble-Minded Women, 1885, Dr. Mary Dunlap; New Jersey Institution for Feeble-Minded Children, 1886, Mr. S. O. Garrison; New Jersey Institution for Feeble-Minded Women, 1888, Dr. Mary Dunlap; New Jersey Institution, Custodial, W. L. Willet; Maryland Institution in 1888, Dr. F. W. Keating; Nebraska Institution, J. T. Armstrong; Washington Institution, Mr. James Watson; Michigan Institution, Dr. W. A. Polglase; Wisconsin in 1897, Dr. A. W. Wilmarth.

The private schools and homes for feeble-minded in the United States are as follows:

Maryland, Ellicott City, Font Hill Private Institution for Feeble-Minded and Epileptic Children, Dr. S. J. Fort, superintendent.

Massachusetts, Amherst, Home School for Nervous and Delicate Children, Mrs. W. D. Herrick, superintendent.

Massachusetts, Barre, Private Institution for the Education of Feeble-Minded Youth, Dr. George Brown, superintendent.

Massachusetts, Fayville, Hillside School, Mmes. Knight and Green, superintendents.

Michigan, Kalamazoo, Wilbur School and Home for the Feeble-Minded, C. T. Wilbur, M. A., M. D., superintendent.

New Jersey, Cranbury, Private School and Home for the Feeble-Minded, Rev. C. F. Garrison, superintendent.

New Jersey, Haddonfield, Haddonfield Training School for Feeble-Minded and Backward Children, Margaret Bancroft, Jean Wiler Cox, superintendents.

New York, Amityville, Brunswick Home School, Mrs. O. F. Brown, superintendent.

New York, New York city, Seguin Physiological School for Children of Arrested Development, Mrs. Elsie M. Seguin, superintendent.

(Continued in next issue.)

MOTHER-PLAY BOOK STUDY QUESTIONS.*

FOURTH SERIES. VII.

SUSAN E. BLOW.

Lesson of the Knights and the Mother.

(See Froebel "Mottoes and Commentaries;" also page 132 "Songs and Music.")

[EDITOR'S NOTE—Miss Susan Blow's new book is called "Letters to a Mother." This book discusses in an untechnical but direct way the questions which have made up this study series. Mothers and teachers who have repeatedly written for additional help in their study of this course will find their help in "Letters to a Mother." Price \$1.50. Sent by return mail by addressing Kindergarten Literature Company.]

2576. What connection between this game and the two which precede it? (See questions in February and March issues.)

2577. What difference between this game and the other Songs of the Knights?

2578. Which of the three Songs of the Knights has the greater number of analogues in traditional games?

2579. Will you give any of these traditional games which you may know?

2580. Can you mention any game of knights in German nursery rhymes?

2581. What are the defects in these traditional games?

2582. What is their merit?

2583. How has Froebel transformed them?

2584. What does Froebel mean in paragraph three of his commentary on "The Knights and the Mother," when he says that the tie between mother and child should be defined to the consciousness of the child by the same mediating symbol which wakens a sense of the link between himself and human beings in general?

2585. Why must the measure of character be the measure of influence?

2586. What dangers are incident to the mother's desire to be all-in-all to her child?

2587. Is it important that the child should feel that no one loves him more than his mother?

2588. Why is this important?

2589. What problems have suggested themselves to your mind in connection with this song, motto, and commentary?

2590. Have any of these problems arisen in playing the game with little children?

2591. Have children themselves ever asked any questions which would indicate that the game had wakened any doubts or questions in their minds?

2592. What practical results have followed from playing the game?

2593. Relate any conversation you may have had with children about this game.

2594. Describe any effects upon character which you can trace to its influence

2595. Which of the two versions given in "Songs and Music" do you prefer?

* Began in issue of KINDERGARTEN MAGAZINE, September, 1895, Vol. VIII. Back series can be furnished to a limited number of applicants only. Correspond for rates.

IMPORTANT MEETINGS AND CONFERENCES.

KINDERGARTNERS AT DAYTON—SPRINGFIELD SUMMER SCHOOL—
ALBANY CONFERENCE—CHICAGO KINDERGARTEN CLUB.

The I. K. U. guests of the National Cash Register Company, at Dayton, Ohio. On March 18, 1899, the N. C. R. entertained royally three hundred and fifty kindergarten guests. The visitors were welcomed "not as strangers or outsiders, but as energetic side partners." Having read the full account of the N. C. R. Company in the February KINDERGARTEN MAGAZINE the delegates were in a position to intelligently appreciate the "big business kindergarten,"



I. K. U. AT LUNCH WITH N. C. R.

(By courtesy of the National Cash Register Company.)

and the management of the company reports that of the many distinguished visitors to their plant, none have been more sincerely enthusiastic than the kindergartners. They were met at the trains, escorted over the factory and kindergarten, and given a luncheon in the women's dining-room, which was gay with flags and flowers. The above photograph was taken as the guests were

*Reports of kindergarten training schools, clubs, and associations, in short, whatever is of historic interest to the kindergarten profession is welcomed to this volunteer department, subject to the discretion of the editor.

seated for the noon luncheon. At 2:30 the entire company gathered in the Advance Club Hall, where music and addresses were provided, and an illustrated lecture by Mr. E. L. Shuey, who presided. Addresses were made by the vice-president, F. J. Patterson; Dr. W. N. Hailmann, superintendent of Dayton schools; Miss Anna Littell, supervisor of Dayton kindergartens; Miss Glendon, kindergartner for the N. C. R.; Mrs. Burns, president of the N. C. R. Kindergarten Union of Dayton; Miss Harvey, head of the N. C. R. club house; Miss Lucy Wheelock, Miss McCulloch, Mrs. Mary Page, Miss Niell, Mrs. Heron, Miss Newton, Miss Field, Mrs. James, Mrs. Worden, and Miss Poulsson.

School of Psychology is to be held in Chicago for one week, April 3 to 8, under the auspices of the Chicago Kindergarten College. This school will be held for the purpose of bringing together a number of the leaders in psychological thought, so as to obtain the results arrived at by each, that a broader outlook may be gained for future study and observation. For this reason Dr. Wm. T. Harris, Dr. Stanley Hall, Mr. Denton J. Snider, Dr. John Dewey, and other well-known authorities on this subject, holding varying and even contrary views, have consented to take part, not only as lecturers, but in the open discussion which is to follow each address. It is hoped that every educator who is interested in the subject will make an effort to be present. Programs sent to anyone wishing the same. There will be two sessions daily, viz.: Afternoon sessions, 2 to 4 o'clock; evening sessions, 8 to 10 o'clock. Among the speakers already secured for the program are the following:

Dr. Wm. T. Harris on (1), How Symbolic Thinking Grows into Logical Thinking; (2), How Imitation Grows into Originality and Freedom; (3), How to Educate the Feelings and the Emotions Thru the Intellect and Will.

Dr. G. Stanley Hall on (1), Needed Modifications in the Theory and Practice of the Kindergarten; (2), From Fundamental to Accessory in Education; (3), The Education of the Heart.

Dr. Denton J. Snider in the Education of Today.

Dr. John Dewey, Play and Imagination in Relation to Early Education.

Dr. Hugo Münsterberg (1) Psychological Methods, (2) Relation of Mind to Brain.

A full report will appear in the May issue of this magazine.

The Editor's February Tour (continued from the March number).—In the midst of the driving blizzards of February 13, a hospitable company of Syracuse women met in the parlors of the Presbyterian church, at the invitation of Miss Martha Spaulding. The open fire and the cheery cup of tea made it a day of hospitality to be remembered. The many special good works of the women of Syracuse were represented, also the public schools, while Superintendent Blodgett and Miss Arria Huntington, of the Board of Education, reinforced the child-saving workers at this meeting. The kindergartners were represented by Miss Maud Stewart, who is the present supervisor of the (13) public kindergartens of the city, coming originally from the Albany Normal School. Misses Parsons, Flanagan, Stewart and Taylor assisted Miss Spaulding and her mother in entertaining the company. Superintendent Blodgett spoke with great feeling of the needs and wretchedness existing in the city during that season of cold and storm, and urged that all should leave the realm of theory and investigate by coming in contact with these needs. He said that the whole question of the kindergarten is held too much at arm's length, and that the heart of the child can only be opened by those who approach it with equal openness. He referred to the work of the citizens of Syracuse during the coal famine, having left his own post as one of the dispensers in order to attend the afternoon meeting. The cordiality of the press of Syracuse was most marked, and we congratulate Miss Spaulding and all others interested in mothers and children's work upon their energy and enthusiasm. Miss Spaulding will be remembered as the first resident of the Elizabeth Peabody House in Boston. There is a widespread interest on the part of the mothers in Syracuse, not only in the New York State assembly of

mothers, but in the work of the National Congress. May the hope of Superintendent Skinner be realized, that mother citizens shall, in time, organize themselves into a solid body for the purposes of coöperation with the public schools in the education of their children.

Leaving Syracuse on the morning of February 14, it was our privilege to address the teachers of Utica on the always inspiring subject of "Pestalozzi and Social Economics." It was St. Valentine's day to be sure, but the fact that there had been no express trains thru to New York city over the New York Central line for twenty-four hours rather diminished the St. Valentine spirit. Superintendent Griffith, who is always energetic in the kindergarten direction, reported good growth in the work, giving us a thrilling account of the political struggle of 1897, which hinged upon the public choice between the men who were for and the men who were against the kindergarten. Mrs. Mary Stone Gregory, the present supervisor of the eleven Utica kindergartens, is a woman of broad experience and culture, who is devoting her best wisdom to the training and supervising work. Professor Pease, who is principal of the Central Grammar School, presided at the evening meeting, and has our best thanks for his courtesy. The society for organized charities in Utica is enforcing the compulsory education law. We reached New York city by the first express train thru, plowing our way into Manhattan, and having the unparalleled experience of going from New York to Washington in thirty-six hours. I have already given a report in the March issue of the Mother's Congress, which occupied us for three days. A delightful Sunday was spent at Forest Glen, Md., of which an account will be given in our next issue.

Wilmington: Reaching the city on the Brandywine about noon, we were greeted by Mrs. Gawthrop and Miss Sarah Gawthrop, who is the present director of the free kindergarten conducted by Mrs. Bancroft for the children of the Bancroft weaving mills. The Delaware Kindergarten Association conducted an afternoon meeting, which was addressed by the editor, in the assembly hall of Friends school. Mrs. Lewis Vandegrift, a mother, is the president of this association, which comprises in its membership parents, teachers and kindergartners, and supports one free kindergarten. Its aim is to advance kindergarten interests in every way in the state, bringing lecturers and kindergarten interpreters to Wilmington. On February 20 an informal half hour was spent by the kindergartners in social introductions before the public meeting. Miss Lida Kimball is the principal of the training department of Friends school, and her hearty interest in every fresh development in the work is always an inspiration. There are ten free and two private kindergartens in the city. It was a balmy, sunny day, and "altho the deep snow lay in many a place," we enjoyed a tramp along the river and about the city.

(Continued in May issue.)

Summer School on the Psychology of Play.—The following is a summary of the lectures to be delivered at the summer school, June 14-27, 1899, to be held by the Association Training School at Springfield, Mass., directed by Dr. Luther Gulick. The subject will be discussed from four general standpoints: I, Historical and Descriptive; II, Psychological; III, Pedagogical; IV, Bibliographical.

I. History of Play.—(1) Animal play, its extent, character, intensity, relation to fatigue and labor.

(2) Plays of savage life in relation to age and sex. Plays of races compared by age and sex. Japanese, Chinese, Indian, Spanish, German and French, English and American. Play life of Anglo-Saxon compared with that of Romance peoples.

(3) Plays of babies from one to three years old. Boys' plays from three to seven; girls' plays from three to seven. Boys' plays, seven to twelve; girls' plays, seven to ten. Boys' plays, twelve; girls' plays, ten. Adult male plays. Adult female plays.

(4) Play habits of a few great men.

II. Psychology of Play.—(5) Play motives. Relations of instinct and sug-

gestion. Nature of instinct as shown in various plays. The hunting instinct and tag plays. The significance of motion plays—sliding, skating, dancing, swinging, rocking. Fighting instinct plays. Maternal instinct plays—doll, housekeeping, social. Methods of boys contrasted with those of adolescents. Psychological aspects of football—contrast with baseball, with track and field sports, with gymnastics.

(6) Rhythmical plays and instinct. Significance of rhythmical plays in terms of religion; the constant association of the dance with early expression of religious worship, with suggested relations to the present church ritual, and the physical panorama of revivals as seen in the preceding generation.

(7) Psychology of savage occupation plays. Hunting, fishing, combat, tramping and mountain climbing, sailing and rowing, care of soil. Psychic concomitant of play activities, *i. e.*, fear in little children playing "bear"; its origin and significance. Contrast between play and gymnastics as to psychic content. Toys—in relation to age and sex. Blocks—record of an eight-year experiment with building blocks; forms developed; progression; relation of this development to the evolution of art and architecture in the race.

(8) Play theories. Spencer fails to account for definite progression. Professor Groos and the teleological theory. Professor James and æsthetic plays. The genetic theory. Play as related to the pleasure psychosis; duration of these feelings. Significance and character of the play progression.

(9) The present knowledge of the development of the nervous system in relation to the character of the physical and psychic requirement of plays for each period; the play progression placed beside the neural progression and compared period by period.

(10) Traditional plays—their ancestry, extent, and duration. Zones of psychic life thru which the child comes in his play activities that are necessary to his development, but which are usually forgotten by the adult. Play and habit. Neuro-muscular attainment in its relation to play. Race psychology and play; extent of Anglo-Saxon adult plays.

(11) Psychology of adult play. Play in relation to recreation. Reversion to racial activities from recent activities of civilized life. Psychic content of adult play. Recreation and the will. Recreation and interest.

III. Pedagogy of Play.—(12) Play and self-development. Attitude of the mind in playing contrasted with "being taught" as conventionally done. Necessity of following natural play evolution in self-development. Danger of play when over-controlled and over-directed.

(13) Mutual relations of suggestion and tradition in control of play. Psychology of suggestion in relation to control of play, love, and suggestibility. On the formation of play and group tradition.

(14) Play as related to physical training. Character of muscular exercise afforded by play during the various years. Record of a boy three years old; of a girl ten years old. Reports on general observations. Movements of the trunk in play. Play and physical control of arms, legs, and body. Plays in relation to heart, lungs, and digestive organs. Physical training in English preparatory schools. Play in relation to the development of physiological as contrasted with anatomical units. Play and organic specialization.

(15) Play and the development of the moral nature. The effect of boy traditions as contrasted with those of home, school, and church. Loyalty to the "gang" and what it means. Courage, independence, truthfulness, endurance, loyalty in relation to the "gang instinct." Obedience to law and regard for the rights of others as shown in and developed by the plays from seven to twelve. Moral utilization of the "group game" and "gang instinct." Relation of the "gang instinct" to patriotism, love of humanity, altruism.

(17) The playground movement in Germany. Playgrounds in Boston, New York, Philadelphia, and Chicago. Relation to civic life. Significance of urbanization from play standpoint.

(18) The play spirit and the work of life. The poetic or constructive feeling and play. Life as drudgery contrasted with life as a higher play.

IV. Bibliography of Play.—(19) This will not be discussed by itself, but

will be referred to under the various heads of the lectures. An extensive dictionary card catalog of play is being prepared. It will include subject, title, and author. The more important monographs on the subject will be available for reference.

Chicago Kindergarten Club.—"Art and the Kindergarten" was the subject considered at the March meeting of the Chicago Kindergarten Club. Before its introduction, however, eight of the representatives Chicago sent to the International Kindergarten Union gave brief reports of the varied pleasures of the visit to Cincinnati. The club was given a glimpse (thru the eyes of one of its members), into the "Kindergarten Factory" of the National Cash Register Company. Others gave extracts from papers read at the meetings, giving the less fortunate quite an idea of the benefits of the I. K. U., and the advantages of attending its meetings. The questions relating to the subject of the day were limited to that branch of art which finds expression thru the use of clay, paints, charcoal, chalk, and pencil. The questions most generally discussed were those regarding the placing of mutilated statues, such as the "Winged Victory," in the kindergarten; the use of clay, and the strong points of children's drawings, as is the custom. Views on all sides of the questions were freely expressed and reasons given for the opinions held.

Attention was called to the interest and lack of interest children have shown in statues and busts, by the requests of Miss Bertha Payne that those present give an account of their feelings as children when they were taken into that part of the art galleries. Some confessed dislike, and explained it thru the cold whiteness that is to the child such a salient feature of the exhibit, others expressed pleasure. Of the value of this branch of art in the kindergarten, there were arguments for and against. For, because it is good, and belongs to the best in art; against, because so little of it is childlike. This part of the discussion referred particularly to the mutilated statues. Miss Mari Hofer spoke of the lack of art knowledge and criticised its superficiality. She believed there was great need of simplicity and sincerity in our art ideas, and a need to cultivate a knowledge that would demand appropriate art. As a help to this she suggested the reading of Tolstoi's, "What is Art?" Miss Anna E. Bryan referred to the relation of adult culture to that of childhood, and pleaded the cause of the child side.

Of the use of clay it was generally agreed that its punching and rolling is childlike, but whether, for that reason, it should be allowed was not definitely settled. One thing, however, *was* decided, that clay is the most valuable art material the kindergarten holds. Next to that, in the opinion of many, was brushwork, then chalk, and last of all pencils. Among the strong points in drawing were given proportions and relations. Blackboard drawing was commended, in that it provided for the free action of the large muscles of the arm; and objected to, on the ground that it reversed the order of things, in the way of light and shade. As a way to meet these favorable and unfavorable criticisms, a suggestion was made to use charcoal or large crayons, and fasten large pieces of paper to the wall.—*Carlotta L. Steiner, Cor. Sec'y.*

The Albany Annual Conference for mothers, fathers, teachers, and Christian workers, took place at Jermain Hall, on February 24 and 25. This is the fourth conference held in the capitol city, and there is every reason for those who have worked so untiringly for its success to feel proud of the result of this year's labor. There were five sessions, and all were well attended, an enthusiasm and interest marking each meeting where mothers and teachers met to talk over and hear discussed the problems that interested both. Among the speakers who helped to insure the success of the conference were: Miss Emilie Poulsen, of Boston; Miss Mari Ruef Hofer, of Chicago; Mrs. Anna Eggleston Friedman, of Buffalo, N. Y.; and Mr. Edward H. Griggs, of Stanford University, California. Also there was Mrs. Julia Dore McGrew, M. D., formerly missionary in India, who contributed an interesting account of "Home Life in India," and Miss Etta Lansing Wentz, who gave an illustrated lecture, the "Art of Breathing." "The Influence of the Parent and Teacher in Moral

Education" was the subject of Mr. Griggs' lecture on Friday evening. He showed the different kinds of influences that make up the child's environment, and the moral significance of each. The instinct of undeveloped man in race or individual is to personify the spiritual forces about him, as shown in the world of myth and folk lore. Mrs. Friedman's bright and practical talk on "The Child and its Teachers," opened up light on many dark places in the problem of the relation of mother and teacher. Saturday was devoted to general discussions by mothers and kindergartners on the topics of "Trained Motherhood" and "Home Making," both of which were responded to with enthusiasm and spirited interest. Mr. James L. Hughes, of Toronto, was expected to be present to contribute his part to the conference, but was prevented by illness. Mr. Charles Mitchell, of the Y. M. C. A. of Albany, spoke "On Boys and Young Men." And then there was a surprise for all in the presence of Miss Amalie Hofer, who arrived for the evening session, and who gave an interesting explanation and talk on the "Social Quarantine." The conference closed with the heartiest good wishes and support of all who had enjoyed and benefited by the contributions of these interested students of child nature. An impulse has been given that must bring its good result in the love and education that will help the little child to live its fullest life.—*Contributed.*

The Chicago Kindergarten Institute held its spring annual musicale on Thursday, March 16. The students, under the direction of Mrs. Ethel Roe Lindgren and Miss Harriet Engle Brown, sang groups of songs from the music of Mrs. Gaynor's and Mr. W. H. Neidlinger, the composers both being present. Mr. Neidlinger gave a most interesting account of his special work in "elocutionary singing," illustrating his points with both the piano and the voice. Countess Adiline Schimmelmänn spoke to the students, giving her message of practical Christianity with such rare simplicity and sincerity as never to be forgotten. The junior members of the Institute rendered their hearty tribute to the senior class by the following surprising lines, composed by their number, and sung to the music of "Hail, Old Father Christmas!"

HAIL, O NINETY-NINERS!

I.

You are a jolly company,
Hail, O ninety-niners!
Seniors full of dignity,
Hail, O ninety-niners!
Our best wishes go with you,
Hail, O ninety-niners!
To the C. K. I. be always true,
Hail, O ninety-niners!

II.

You've reached the glorious normal plane,
Hail, O ninety-niners!
To climb up higher would be vain,
Hail, O ninety-niners!
Your threefold nature's grown up so,
Hail, O ninety-niners!
We can't count all the things you know,
Hail, O ninety-niners!

III.

If you ever want a man,
Hail, O ninety-niners!
Be sure he's grown on Froebel's plan,
Hail, O ninety-niners!
If you next would build a nest,
Hail, O ninety-niners!
The fifth gift plan would be the best,
Hail, O ninety-niners!

IV.

Achievement stares you in the face,
Hail, O ninety-niners!
You set for us a goodly pace,
Hail, O ninety-niners!
Within, you have it all, you know,
Hail, O ninety-niners!
You're started now, you're sure to grow,
Hail, O ninety-niners!

CURRENT EVENTS, ITEMS OF CONSEQUENCE AND INTEREST TO KINDERGARTEN DEVOTEES

GATHERED THRU THE CORRESPONDENCE AND OBSERVATION OF
THE EDITORIAL STAFF.

Pacific Coast Kindergarten News.—Pasadena has a pedagogical circle which conducts regular meetings in the homes of its members, and which is made one of the social features of the city. The special work of the circle in the pedagogical line at present is a study of "Social and Ethical Interpretations," by J. Mark Baldwin. Informal discussions are a regular part of the program in which everyone shares. Pasadena is also agitating the question of public school kindergartens, which is to be decided at a public election this spring. Pasadena has a public school named for James A. Garfield. One of the events of the winter has been a visit to the school by the widow of the President.

Santa Barbara is agitating the question, Does the kindergarten really pay? and each of the weekly papers brings some campaign literature on the subject, contributed by citizens.

Redlands has a new free kindergarten with sixty-five children enrolled, accommodations lacking for any more. Mrs. Hornby is president of the Free Kindergarten Association, and Mrs. J. H. Williams and Mrs. Noble are members of the executive board. The kindergarten is supported entirely by private contribution.

Los Angeles records a flag-raising, by the pupils of one of the public schools, in honor of the ill-fated battleship, Maine. Small flags, calla lilies, and red geraniums were mingled in the decorations. The pupils with great enthusiasm flung Old Glory to the breeze, singing patriotic songs. Los Angeles School Teachers Alliance is organizing its force to act as an entertainment committee for the teachers attending the National Educational Association convention next July. At the February meeting of the Los Angeles Kindergarten Association, Miss Mary Ledyard read a paper on "Rhythm and the Origin of the Kindergarten Song and Game."

An amendment to the school laws of California is considering providing a kindergarten primary school certificate, which shall be valid for six years, the holder to teach in city kindergartens.

A bill is before the Senate, introduced by Mr. Boyce, which aims to provide for the general establishment of kindergartens. Any school district may establish a kindergarten, but all districts and cities having one thousand or more census children must organize and maintain one or more. Every kindergartner must hold a certificate or diploma from a reputable kindergarten or training school in addition to a primary or grammar grade certificate.

Miss Schermerhorn has opened a private kindergarten at San Bernardino.

Mexico City reports a public school kindergarten under the direction of Mrs. Knowlton.

The Educational Association of Santa Barbara is conducting a course of lectures, the first of which was presented by Dr. C. C. Van Liew on "The Aims and Conditions of Child Culture." He closed with the following statement: "The end of human earthly existence, ethically, as well as biologically, is the bearing and rearing of children. Every generation of human life, thru its civilization, culture, institutions, progress, is conceiving and cradling the life for a new generation. It is this effort which should lead us into the fields of child study and education."

Riverside teachers invited parents and all others interested to meet with

them late in February, taking for the subject of discussion Mrs. Lew Wallace's article in the February *Ladies' Home Journal*, entitled "Murder of the Modern Innocents."

The Dictum is the name of a new monthly published in the interests of California schools. The issue of February 22 republishes a large section of the Charles Dickens' article on Froebel, which appeared in the December issue of the KINDERGARTEN MAGAZINE.

The *Mothers' Club Magazine*, a new monthly periodical, is being published by Miss Jennie Wagner Havice and George Davis Havice, of San Diego.

The bill for the establishment of a Bureau of Child Study is before the California State Legislature, introduced by Senator Boyce of Santa Barbara County.

Dr. Jenny B. Merrill made a defense of the kindergarten, in reply to the *Atlantic Monthly* attack, in the New York *Evening Post*, Thursday, March 16, in which she commends most heartily the admirable report of Miss Sarah L. Arnold, which appeared in the March KINDERGARTEN MAGAZINE. In direct reply to Miss Carter's attack on the inaccuracy of kindergarten nature songs, Miss Merrill makes the following statement:

"The good primary teacher advances; principles remain the same, but methods change in the primary grades. Building on the kindergarten does not mean mere repetition of its methods and devices. Moreover, a wise teacher will never consult the little folks upon methods of teaching. It is true, however, that we have not introduced 'the squirt' nor 'firecrackers' into our public kindergartens, and hence may fail to appreciate fully the delicate situation in this case; but, after all, Freddie and Agnes were not worse than 'Helen's Babies,' who had not been to kindergarten. It is only fair to state also that some of the verses most severely criticised are not kindergarten songs at all. 'Buttercups and Daisies' is an old English song by Mary Howitt, far more familiar to children out of the kindergarten than in it. My attention was directed to the alleged botanical inaccuracies several years ago. I discovered that the statements are true for England, where the verses were written. But our critic is evidently out of touch with children in matters of rhyming. It is her duty to advance in the use of poetry; not to repeat nursery or kindergarten rhymes. Kindergarten songs have multiplied so rapidly that it is only a question of good judgment which shall be retained. None of those criticised are in the least essential, or even characteristic of the songs most commonly used in our kindergartens. They are certainly not taken from our standard, Froebel's 'Mother-Play and Mother-Song.'"

Conflicting Testimony.—The March issue of the *Atlantic Monthly* brings a histerical article on "The Kindergarten Child, after Kindergarten," purporting to be written by a primary teacher on behalf of a group of primary teachers, who find the kindergarten to be a machine for turning out prigs, children sentimentalists, and infant *poseurs*. When *Life*, a year ago, printed an article of similar tone and color we forgave the publishers, because the juice of their publication frankly consists of the extract and essence of facetiousness. But when Houghton, Mifflin & Co (publishers of "Republic of Childhood," "Children of the Future," "Patsy," and other kindergarten literature), lend the dignified columns of the *Atlantic Monthly* to pages of school-ma'am gossip, we find our fund of forgiveness running low. Parallel to the March issue of the *Atlantic Monthly* we find a contribution in the March KINDERGARTEN MAGAZINE, made by one of Boston's most respected women. Miss Sarah Arnold voluntarily contributed the written testimony of primary teachers on the kindergarten-favored Boston schools, indicating at least, that some children pass thru the alleged superficialities of the kindergarten and come out on the other side wholesome and child-like. Commenting upon this testimony of Miss Arnold, Dr. Jenny Merrill writes as follows in the New York *Evening Post*:

"After the kindergarten! It would be difficult to measure the distance between Froebel and the caricature of a kindergartner which has recently

been portrayed for the amusement of the public. But a public that is generously providing public kindergartens as rapidly as places can be found for them may possibly desire to hear a more sober statement of facts after the laugh is over. To such we commend the recent admirable report of Miss Sarah L. Arnold, who is not a kindergartner nor a supervisor of kindergartens; but the well-known and highly honored associate superintendent of Boston public schools, a woman whose experience extends both east and west. It is interesting to note that Miss Arnold writes an unsolicited article for the *KINDERGARTEN MAGAZINE* for the month of March; hence her article appeared simultaneously with the article in the *Atlantic Monthly*, and not as a defense."

MR. SAMUEL T. DUTTON, superintendent of the Brookline schools, makes a reply to the *Atlantic Monthly* attack in the *KINDERGARTEN MAGAZINE* in this issue. We would recommend kindergartners to send marked copies of this article to such readers of the *Atlantic Monthly* as might be disaffected by Miss Carter's article. Mr. Dutton spent the last two weeks of March in speaking before western audiences, visiting the Cook County Normal School and the Chicago University on the way.

MISS MARION HAMILTON CARTER, author of the remarkably inaccurate article which appeared in the *Atlantic Monthly* for March, has just been appointed a primary teacher in the public schools of New York city. Miss Carter at one time entered a kindergarten course, which she did not complete.

Secure a Sun-Dial.—The Mothers' Study Circle, conducted by Amalie Hofer, in connection with the Chicago Kindergarten Institute, spent a valuable afternoon recently in discussing the time-sense of young children. The interest of the class was made concrete in the drawing up of a petition to the park commissioners of Chicago, asking for the restoration of a floral sun-dial, which in previous years had been provided by them to the public. There were over fifty signatures to the petition, and the following letter was promptly received from the general superintendent, offering to improve upon the original request, much to the satisfaction of the petitioners:

"Your communication to the South Park commissioners, requesting that the custom of creating a floral sun-dial in Washington Park be renewed is received. When the designs are made for the floral decorations in the spring the matter will be given consideration. I very much doubt the feasibility of placing it near enough to any street-car line to make it of any value to those passing. Would not a large sun-dial made of cement, stone, or some other durable material be just as instructive and interesting to the children as one made of plants? A sun-dial made of durable material would, of course, be correct, whereas one made of plants could not be relied upon. Very respectfully,

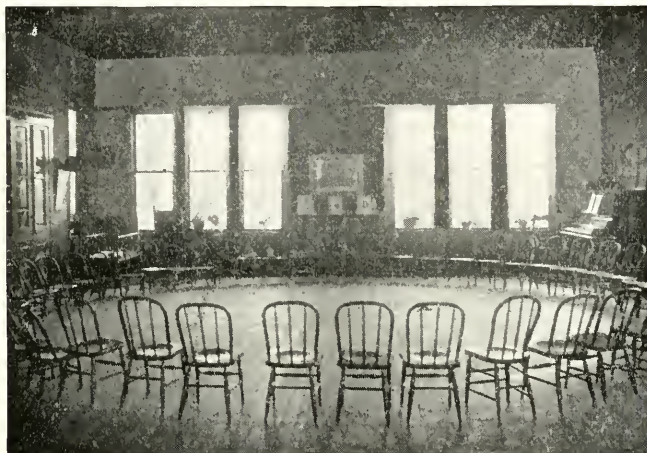
J. F. FOSTER, General Superintendent."

MR. ORVILLE T. BRIGHT, Cook County Superintendent of Schools (Ill.), embodies a historical sketch of the kindergarten movement in the West in his official biennial report. Among other valuable statements, Superintendent Bright makes the following: "Dickens was as profoundly impressed as Froebel with the paramount importance of happy childhood as a factor in the formation of character in man and woman. As a principle of action this belief is coming very slowly into our American pedagogics—taking the country over, and conceding the kindergarten to be 'the rational representation of happy childhood.'"

THE Liberal Woman's Club, of Jackson, Mich., gave up its regular session of February 26 to the subject of "The Kindergarten Idea," as presented by Miss Neva A. Chappell. At the close of the paper Rev. F. V. Hawley spoke extemporaneously, urging the support of citizens on behalf of the kindergartens of their own community, and arousing the enthusiasm of those present to the pitch of spontaneous contributions.

See Money Saving Book Offers in the front of this issue.

BELOIT has provided two new public kindergarten buildings during the past year. Miss Catherine Collins, who is responsible for the increasing interest in the kindergarten work in Beloit, Wis., writes of the new building with great enthusiasm. It will interest our readers to hear what she says of the pictures hanging on the wall: "We have a large steel engraving on the center wall (Childhood) from the painting by Thomas Cole. It was presented to my father by an aunt who was at one time a teacher of Dr. Edward Beecher and Harriet Beecher Stowe. The other pictures are six enlarged Mother-Play pictures, Watt's Sir Galahad, the Sistine Madonna, the Madonna of the Chair, and Gabriel Max's 'Mother and Child.' A cozy corner is provided for the visiting mothers, with a rocking chair and cradle."



BELOIT KINDERGARTEN ROOM.

"THE blinking, prattling little ones," is the description given by a Cincinnati reporter of the kindergarten children.

WHO can tell us the author of the following statement: "Character cannot be talked into or taught into a child, it must be lived into him."

MORE time for discussions and the discussion of discussions, is the urgent plea of many who expect to attend the next I. K. U. meeting, which will be held at Brooklyn, 1900.

THE success of the plan for mothers' meetings held in connection with the Cincinnati kindergartens is as worthy of study as it is inspiring to over one thousand women workers of the Queen City.

FROEBEL and Fletcher were the favorite authors from whom the mottoes and quotations were taken which decorated all of the buildings of the N. C. R. at Dayton at the time of the I. K. U. visit to Dayton.

THE kindergarten building rails, described on another page, are whittled by a grandfather who delights in his grandchildren, and who knows what youngsters enjoy. We recommend this box of building rails for the baby table, and for all "free play" occasions, either in the kindergarten or the nursery. Price 50 cents. See announcement.

"Letters to a Mother," by Susan Blow, to any address, for \$1.10 each. Add 10 cents for postage. Kindergarten Literature Co., Chicago.

WE would especially call the attention of kindergarten training teachers to the program published above for a summer school of play, in which the psychology of play will be exhaustively presented by Dr. Luther Gulick. The Mothers' Club of Springfield, Mass., invited Dr. Gulick to mark out a course of work for their winter's work. He delivered five lectures and sufficiently interested the groups of women that they wanted to observe their own children. The papers written by the mothers under this stimulus were not of the theoretical type, but gave facts about their children along certain defined lines. Dr. Stanley Hall considers Dr. Gulick's work efficient and stimulating, and has asked for several lectures from Dr. Gulick at Worcester. Experience in Y. M. C. A. work has gained for him knowledge of adult human beings at play, and his own family of four little girls repay observation along this special line where his natural bent provokes great activity. Dr. Gulick's studies on the "Religion of Boys," which appears in *The Association Outlook* is provoking insight among all classes of thinkers.

MISS NORA SMITH is about to make a new venture in the literary field in the shape of a book for girls, which Houghton, Mifflin & Co. have now in press. It is a story of Mexican country life, and is to be called "Under the Cactus Flag," the name being suggested by the fact that the standard of our sister republic bears in its center an eagle perched upon a thorny cactus plant. The incidents of the simple story, and the haps and mishaps of the heroine, a girl-teacher, among her impulsive, affectionate Mexican pupils, are based upon experiences in Miss Smith's own life, while the folk-songs introduced were all heard in Mexico, and have never been written down before.

AMENDED SPELLING.—As the readers of the March KINDERGARTEN MAGAZINE have already discovered, we have adopted the simplified spelling now in use by all educational periodicals and in the publications of the N. E. A. The following is the small list of words amended: Program (programme); tho (though); altho (although); thoro (thorough); thorofare (thoroughfare); thru (through); thruout (throughout); catalog (catalogue); prolog (prologue); decalog (decalogue); demagog (demagogue); pedagog (pedagogue).

Snowbound.—Apropos the recent snow blockades the following story is sent us by a pioneer: A plucky woman once took up a homestead in North Dakota and owned, among her other possessions, a little Jersey cow which was a great pet. One day a driving storm came on and the entire family was frightened. Suddenly, to their surprise, the little cow appeared at the window mooing and looking in, plainly asking for an invitation. The door was opened and she walked in, remaining a guest for several hours until the storm abated.

THE three phases of nature study to be ever in mind are: First—Choose the things in nature to be studied according to the likes of the teacher. No curriculum should force every teacher to deal with the same phases of nature. This is a subject that can only be taught by one who is in love with everything she teaches about it.

Second—Teach the things at hand. There is nothing natural that has not something to be learned about it, at least something to be suggested by it.

Third—Emphasize but a single suggestion, and let that be an important one. This is for the purpose of giving character to the child's inquiries.

One fact a day in nature study in school would mean 250 in a year, or 2,000 in the eight years' course. If these are important facts, then the child is wonderfully well equipped in information about nature.—*Prof. L. H. Bailey, Bureau of Nature Study, Cornell.*

"An Experiment in Altruism" is the title of an interesting account of the National Cash Register Company, which appeared in the February *Methodist Magazine and Review*, written by James L. Hughes, Esq.

THE West End Mothers' Council, of Chicago, make it their custom to hold an annual reception in the evening, to which husbands are especially invited.

A Busy Mother.—"Wright, Cal. I have had your *KINDERGARTEN MAGAZINE* for a number of years. I cannot begin to tell you how often I have wanted to join in by writing to the magazine, and how much interest I have taken in many of the articles. How I have wanted to ask this, and answer that, and discuss the other, and send words of heartfelt approval about some articles, and write words of cheer and encouragement and appreciation that I know can never come amiss to the earnest editor. But I never did, not because of a heavy pen, but oh, I am such a busy mother, wife, housewife, maid of all work all the year thru, that to do all I wish is a physical impossibility; so now I am sending just a brief word of thanks. While I would love to spin out a long tale of children's funny sayings and doings, that I feel sure you could understand and enjoy as I do, this must wait awhile longer. Meantime I am very sincerely yours.—*Mary S. S.*

TWO SESSIONS.—Many inexperienced kindergartners are writing "What shall we do when urged to take two sessions on the same day, with the same teachers, in order to accommodate two sets of children? One kindergartner writes as follows: "This question arose three years ago in our community. One of the two kindergartners refused to consider it. I was inclined to do so, feeling that this precedent would be bad, and that the standard of work would be lowered, for it shuts out the mothers' classes. It came to an alternative of turning away fifty children, and I finally persuaded myself that it was best to take both sessions and reach as many as possible, and so spread the idea of the kindergarten thru the children to the people. The result seems to justify my position, for the Board and people generally understand that one session is the standard, and are working to provide accommodations to this end."

CHILDREN in Japan have some pets that would be thought strange by the little boys and girls of America. Among them are tiny dogs and rabbits, and a queer breed of cats, which have white fur with black and yellow spots, and they have no tails. Families in moderate circumstances usually have an aquarium well stocked with curious varieties of fish of beautiful colors, such as gold, silver, and crimson, some with spreading fins as fine as gauze, and others round as a ball. The most remarkable pet, however, is the large katydid. They are kept in bamboo cages built like small houses, in which the children arrange beds of fresh flowers or leaves daily. Brightly colored butterflies are sometimes kept in these cages. In Japan the birds do not show the least fear of people, and butterflies will alight voluntarily on children's hands.

Stuffed Animals.—We take the following from an earnest letter: "A visiting kindergartner on entering our room at once spoke of the stuffed squirrel which we have in our window. She urged her objections to such creatures in the child-garden. Would you think it justifiable for us to keep him under the following circumstance? The squirrel was dead in the street and presented to us. We told the children of the death, and explained that it seemed kinder to us to take care of his body, instead of leaving it in the street, possibly to be run over. The children are familiar with the death of birds, kittens, and other creatures. This explanation satisfied them, and they are gentle and careful, and take much pleasure with the stuffed squirrel."

ROSMINI and **Froebel** were contemporaries. Both devoted themselves to the study of the child and his development. Younger than Froebel by fifteen years, Rosmini began his work for the advancement of the cause of education about the same time. There is every reason why teachers should become as familiar with Rosmini's "Method of Education" as with Froebel's "The Education of Man," and no more profitable professional reading could be chosen for comparison than these two books.—*New York Education.*

THE widow of the much honored Jacob Tome, who is trustee and acting superintendent of the Tome Institute at Port Deposit, Md., is a woman in whom high educational ideals and substantial business ability are remarkably balanced. She spends her entire time in and about the Institute, personally selects and appoints her teachers, is on a social and friendly footing with all, and what is more to the point, knows every child and family represented in this great technical school, and it is her spirit which animates the entire school. The Tome Institute has a well-equipped kindergarten department, which is one of the special interests of Mrs. Tome.

MISS ANNIE LAWS writes from Cincinnati, March 17: "The I. K. U. meeting was a great inspiration to our local forces, and gave us all more pleasure than we can express. We are still living in beautiful memories of those few days which brought kindergartners together from far and near into one great, beautiful kindergarten circle, linked together, making a strong chain stretching over our entire country. We had a fine day at the National Cash Register Company—what a wonderful place it is!"

MISS MARY LOUISE BUTLER is doing excellent campaign service in and about Chicago, speaking before mothers' circles and church unions on the great subject of parents and their opportunities. She is open to a limited number of engagements between now and the regular Chautauqua, N. Y., season, where she will fill her usual place in connection with the kindergarten department and mothers' study course during the coming summer.

MISS SUSAN BLOW'S new book, "Letters to a Mother," will be reviewed at length in the May issue. It merits the warm welcome already extended. See announcement on another page, also special price offered to you as a reader of this magazine. (Price \$1.50. To our readers, postage paid, \$1.20)

WORCESTER, Mass., has had public kindergartens for seven years. We take the following statement from the report of the superintendent of schools, and would recommend it to any primary teachers who need data outside their own experience, favorably to "The Kindergarten Child, after Kindergarten:" "The rapid progress made by the children now in the grades who have had the benefit of this elementary training is a strong plea for the extension of this line of elementary work as a true and right basis for the primary grades."

The Chicago Woman's Club has a permanent vacation school and playground committee, and undertakes to maintain these summer privileges for city children for a few years, until they may be taken up by the city board of education. This was accomplished in New York after four years of private maintenance. The Chicago committee estimates the expense of each vacation school at \$1,000, or \$3 for one child for six weeks. Miss Sadie American is chairman of the committee.

THE actor, Mr. Sol Smith Russell, in acknowledging a copy of the KINDERGARTEN MAGAZINE, which reached him some time ago, makes the following interesting statement: "Perhaps we're striving for the same results in our two schools—to give under show and glamour the best that is in us in the way of guiding principles. Wishing you all success in your very interesting work."

MRS. LEW WALLACE on cramming: "We are told that probably not over thirty children fell under the order of Herod. The murder of the innocents of the nineteenth century is a march to untimely graves, not by order of a wrathful king, but under what is claimed to be the finest free school system in the world."

Among the recent guests drawn to visit Gertrude House (Chicago) because of its unique social experiments are Mr. J. W. Martin, of the London Fabia Society; Mrs. E. D. N. Worden, of Topeka; Mrs. James, of Cincinnati; Miss Emilie Poulsson, of Boston, and Mrs. Alice H. Putnam, Chicago.

Subscription offer at half price on another page.

Humorous Stories Wanted.—The following appeal comes from the kindergarten of the Soldiers Orphans' Home at Davenport, Iowa. "Editor KINDERGARTEN MAGAZINE, will you please tell me if in all the kindergarten literature published nowadays there is not something humorous? We have an abundance of every other kind of sentiment, but lack in the truly humorous. I think little children, especially among the unfortunate classes, need that element very much. We need humorous little verses or songs to brighten into laughter these dull and monotonous lives."

If kindergartners feeling the same need will coöperate, the editor will undertake a special number devoted to the humorous and laughter-making subject-matter. We have already secured several excellent contributions. Send on matter, even tho it is not entirely fresh or original. For new matter we will gladly pay its worth at regular rates, if acceptable.

THE Cincinnati training school has one man student, who is taking the full course, including the daily practice in the morning kindergarten. It might well be a matter of emulation among kindergarten normal schools to see which could report the best male attendance.

SUPT. BENJ. J. ANDREWS made the following statement from a public lecture platform in March: "I favor the universal dissemination of kindergartens, because kindergarten teaching is capable of completely transforming the mental and moral nature of the child."

MR. ARNOLD HEINEMANN is lending good service to the kindergarten cause, by speaking in both German and English before political gatherings previous to the public elections in the city of Chicago, which are to decide the fate of public kindergartens, April 4.

JAMES L. HUGHES addressed the Cook County Teachers' Association at Chicago in March, on "Charles Dickens as an Educator." This lecture should be secured to every community where educational ideals need quickening.

MISS EMILIE POULSSON made kindergartners glad during March in many parts of the country by addressing training schools and associations. She gave three lectures in St. Louis, also in Omaha and Chicago.

THE following question and answer occurred in a recent public kindergarten examination paper: "What place has the piano in the kindergarten?" "The place for the piano should always be in the corner."

THE Hon. Hoke Smith is an up-to-date father, taking time to personally superintend the education of his own children, and to study into the kindergarten and other modern educational movements.

"Songs of Nature and Child Life" has appeared in its first series. The words are by Annie E. Moore, and the music by Mildred J. Hill, both of Louisville, and the songs are for primary school use.

THE next Department of Superintendents special meeting is to be held in Chicago. There is also a strong probability that the Fourth National Congress of Mothers will be held in Chicago.

A PARTY of superintendents attending the annual meeting at Columbus visited the National Cash Register Plant at Dayton, Ohio, in February.

BORN to Mr. and Mrs. J. S. Durham, a son. Mrs. Constance McKenzie Durham, as a kindergarten mother, has our sincerest congratulations.

MRS. KATE DOUGLAS WIGGIN RIGGS entertained in honor of Rudyard Kipling on his arrival in America with a jungle party.

CINCINNATI was the old home of Alice and Phœbe Cary.

GERMANY has five hundred public playgrounds.

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Set 22.

- 261 Virgin, Infant Jesus,
and St. John.
- 278 Mona Lisa.
- 280 The Last Supper.
- 286 The Fates.
- 321 Sistine Madonna, Com-
plete.
- 323 Cherubs.
- 324 Madonna of the Chair.
- 325 Madonna Granduca.
- 367 Holy Night.
- 388 Aurora.
- 394 Mater Dolorosa.
- 395 Beatrice Cenci.
- 477 Mother and Daughter.
- 484 Spring.
- 499 Four Kittens.
- 501 Oxen Going to Work.
- 505 The Sheepfold.
- 509 Angelus.
- 510 The Sower.
- 511 The Gleaners.
- 516 Shepherdess Knitting.
- 519 Woman Churning.
- 521 Feeding her Birds.
- 538 Horse Fair.
- 539 Coming from the Fair.

Set 23.

- 541 Lions at Home.
- 571 Virgin, Infant Jesus,
and St. John.
- 575 Song of the Lark.
- 590 Christ in the Home of
the Peasant.
- 596 A Helping Hand.
- 603 Escaped Cow.
- 609 Madonna and Child.
- 618 Shepherdess.
- 619 By the River.
- 636 Descent from the Cross.
- 647 Children of Charles I.
- 648 Baby Stuart.
- 662 Prince Balthazar.
- 677 Children of the Shell.
- 682 St. Anthony of Padua.
- 689 Reading Homer.
- 718 The Night Watch.
- 719 The Mill.
- 720 Rembrandt's Mother.
- 740 Head of Young Bull.
- 795 Queen Louise.
- 800 Christ and the Doctors.
- 801 Head of Christ.
- 802 Christ and the Rich
Young Man.
- 803 St. Cecilia.

Set 24.

- 807 Christ Blessing Little
Children.
- 809 Easter Morning.
- 823 The Lion's Bride.
- 824 Madonna and Child.
- 861 Angel Heads.
- 864 Penelope Boothby.
- 882 The Old Temeraire.
- 886 Pharaoh's Horses.
- 893 Saved.
- 902 Highland Shepherd's
Chief Mourner.
- 934 Princes in the Tower.
- 935 Princess Elizabeth.
- 946 Spring.
- 952 The Golden Stair.
- 1016 Chorister Boys.
- 1023 Caritas.
- 1031 Hosea.
- 1033 Prophets.
- 1063 Can't you talk?
- 1067 Mother and Child.
- 1077 Madonna.
- 1093 St. Cecilia.
- 1163 Hermes.
- 1173 Victory of Samothrace.
- 1177 Faun of Praxiteles.

Set 25.

APRIL PICTURES.

- Battles of Concord and
Lexington, April 19, 1775.
- 114 Paul Revere.
- 1354 His House, Boston.
- 1355 His House, Water-
town.
- 1356 Newman House.
- 1357 "Old North Church."
- 1358 Buckman Tavern.
- 1359 Porter House.
- 1360 Munroe Tavern.
- 1361 Old Bell Tower.
- 1362 Lexington Green.
- 1363 Battle of Lexington.
- 1364 Lexington Monument.
- 1365 Clark House.
- 1366 Merriam's Corner.
- 1367 Minute Man.
- 1368 Concord Bridge and
River.
- 1369 Monument Bridge and
Minute Man.
- 1370 Bridge & Minute Man.
- 1371 Barrett House.
- 1372 Wright Tavern.

For Arbor Day.

- 1353 Charter Oak, Hart-
ford, Conn.
- 1373 Old Liberty Tree.
- 1397 Big Trees, California.
- 1398 A Big Tree, California.
- 1412 Washington Elm.

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THE PERRY PICTURES



A GROUP OF CHILDREN AT LUNCH, TEACHER'S COLLEGE KINDERGARTEN, NEW YORK.

KINDERGARTEN MAGAZINE

Vol. XI.—MAY, 1899.—No. 9.

NEW SERIES.

THE PHEBE A. HEARST KINDERGARTEN WORK IN WASHINGTON, D. C.

RACHEL COFFIN AND MAMIE SKILLMAN.

KINDERGARTNERS at large are doubtless fully informed as to the general status of the kindergarten work in Washington, so it shall be our province here to limit ourselves more especially to the part the Phebe A. Hearst Kindergarten and Training School is playing in the advancement of the work in the national capital.

The kindergarten world is no stranger to the history, and doubtless fully appreciates the extent and effectiveness of Mrs. Hearst's efforts in this work in other parts of the country. However, before entering upon the subject proper we will devote some space to a statement regarding the inception of the work in the Phebe A. Hearst kindergartens in Washington some six years ago.

There were then no kindergartens in our public schools, consequently we felt decidedly behind the times, and in 1893 the

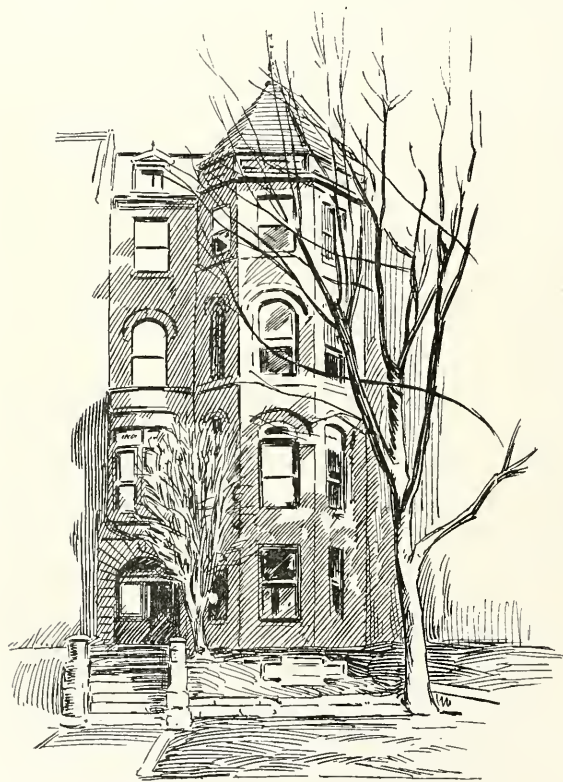


Mrs. Phebe A. Hearst.

Columbian Kindergarten Association was formed, having for its main object the convincing of Congress that it would be wise to change the statute requiring that children must be six years of age before they entered the public schools. This achieved, and an appropriation secured, kindergartens would quickly be established. Mrs. Cleveland, then mistress of the White House, and Mrs. Hearst, were among the members of the association,

and a model kindergarten was founded, hoping by its success to evidence the deep-felt need. The first association kindergarten was at 2037 H street, the support of which Mrs. Hearst subsequently assumed, making it possible for the association to open a kindergarten in another part of the city.

This kindergarten became the nucleus of the Phebe A. Hearst work in Washington, which now includes three kindergartens, all under



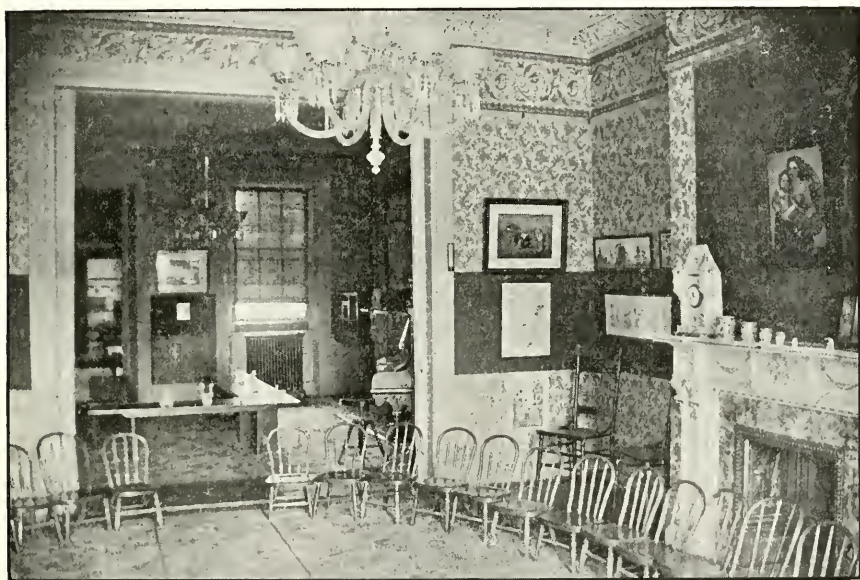
Headquarters on K street.

the supervision of Miss Harriet A. Niel, formerly of Boston. Each of these enrolls fifty children of all classes, conditions, and sizes, from three and a half years of age up to six.

In connection with the kindergartens a training school was started five years ago, largely as an experiment. This branch of the work, however, has now grown to be its most important feature, and the Phebe A. Hearst Training School for Kindergart-

ners, under the personal direction of Miss Niel, has entered upon its third year under the most favorable conditions. The central school, at 1215 K street, is in a handsome house, standing far back from the street on a fine terrace. The exterior of the house is attractive and the interior distinctly artistic. Both workers and casual visitors never fail to feel its charm and to wish again to enter its portals.

Let us make an early start and reach this K street kindergarten with the children. Little feet patter up the stairs, and the



The Central Kindergarten Room.

children, quickly removing their own coats and hats, place their lunch baskets on shelves arranged within their reach. There is no lingering in the hall, for each child is anxious to enter the pleasant rooms, in which all feel a sense of ownership. Many good mornings are exchanged, the little people searching out the kindergartners, who, tho busy in one way or another, are never too busy to shake the hand of each newcomer. At five minutes before nine a chord is struck on the piano to summon the children to the circle. The pianist plays softly and all heads are bowed

while a simple prayer is offered. Then the young voices join in a gladsome hymn. Perhaps we hear this beautiful verse:

"Darkness is banished and morning is here,
Gilding the heavens the sunbeams appear."

Let us take this opportunity to glance around the rooms. Over the mantel of the main room hangs a beautiful copy of the Sistine Madonna, while near the piano is a bas-relief of Della Robbia's "Singing Boys." This same work of art has many times inspired the children, and called forth comments such as, "Those children sing without any piano;" "They look like angels;" "They



The Training Class Room.

are singing 'Praise Him;'" and wondering eyes become spell-bound as they gaze into the faces of the lifelike singing boys, which, being a specimen of true art, has awakened feelings of reverence and religion in the child mind.

Another attractive spot is the thanksgiving corner. Here Millet's "Gleaners" and the Mother Play of "Grass Mowing" were framed at the thanksgiving season with sheaves of wheat, ears of yellow corn, bunches of grapes and orange colored pumpkins—a veritable harvest home.

In other parts of the room hang Mother Play and bird pictures, and reproductions of great works, such as Frau Angelico's "Heavenly Ring," Greuze's "Dauphin," Walter Crane's "Flora's Feast," the latter extracted from a book and framed in panels, each representing some special idea and serving to keep the sequence of thought before the children.

Here and there on the walls we see specimens of the children's finished work, shown thus by the kindergartner just long enough to satisfy the eager little workers, and not so long as to allow



Children at Work.

them to feel that in their crude efforts any artistic goal has been reached.

Our attention is now brought back to the morning circle where the children are singing their good-morning song. After this they happily choose what they desire to sing.

Again we leave the little ones, this time to walk across the hall into the home of the training school, and a cozy, pleasant place it is. What is most conspicuous is a large bookcase containing quite an extensive catalogued library, furnishing a splendid medium of reference for the workers who avail themselves

constantly of its privileges. In another corner is a couch, suggesting a comfortable rest. On the walls of this room hang prints of classic poets and historians, while over the long table hangs a beautiful colored reproduction of the Parthenon.

On Friday afternoons this training room is filled with enthusiastic kindergartners, each eager to relate the experiences of the week in her own kindergarten, and anxious to discuss the program for another week. This free and earnest talk is found most helpful to all, and Miss Niel's encouraging words give ever higher ideals and make difficulties seem surmountable. Perhaps some new song or game is suggested, and the kindergarten room adjoining resounds to the ring of older voices and dance of feet almost as merry as the little folk who fill the same room at other times.

The first year of work in the training school is devoted to the elementary study of gifts, occupations, and mother plays.

The second year includes advanced gift work, the further development of the mother plays, and a course in psychology and literature. In this second year the student enjoys the advantage of actual practice work with the children, having previously only been able to witness the application of the theory in the hands of the teaching force of the schools.

Any morning one may find students at the long tables in the training room busily inventing with blocks, sticks, or paper; or should one happen upon a class hour, hear thoughtful questions and answers exchanged between trainer and student. The textbooks studied may be comparatively few, but the conscientious student finds herself carried into fields of literature, history, science and philosophy, which, before her year of study, she deemed unnecessary for a teacher of little children. She soon becomes impressed with the idea that nothing is unimportant, also that the teacher of little children is the very one who needs continual refreshing at the living fountains of great literature. The constant effort of keeping her mental faculties in touch with minds which are still in the symbolic stage would otherwise have too warping a tendency.

In freshman, junior, and senior classes, stress is laid upon the study of great literature, it being a principle of the school that the study of mankind is man, and that nowhere can the universal man be so well studied as in the masterpieces.

Once a week all the classes meet for physical culture or for the practice of songs and games. The change from mental to physical effort is most beneficial, and the students strive to acquire that perfect control of the body which is of the greatest help in freeing them from self-consciousness in their work with the children. In the study of the songs and games the students have manifested a most earnest spirit, fully entering into the freedom and joy, also seeking the purpose underlying each play.

This year the students have had the advantage of a most instructive lecture course. Prominent thinkers and speakers have addressed the classes in one or a series of talks, which were afterwards reacted upon in the form of discussion and essay.

The lecture course was thrown open to the general public at a nominal admission fee, the purpose being to arouse the interest of the thoughtful members of the community to the value of Froebel's educative principles. The circular containing the program for this year had given promise of such good things that the students looked forward to their work with great zest, and their anticipations have been fully realized.

On November 11 an appreciative audience gathered in the rooms at 1215 K street, to listen to Mr. Nicolas Murray Butler on "The Function of the Kindergarten." This was the initial lecture of the course, and was followed later in the year by talks from Miss Fisher, Miss Dozier, and Miss Runyon. Under Miss Gliddon's direction the students worked with interest over clay and wax, and felt that they had made a beginning in the study of crystal forms. In January Dr. William T. Harris gave five interesting lectures on points relating to the psychology of the kindergarten, and Mr. Hamilton W. Mabie gave a most helpful talk on "Life and Literature." During February Mr. Denton J. Snider gave a course of ten lectures on the "Iliad and Odyssey."

The circular had given March 16 as the date for Miss Susan E. Blow's first lecture, and the students were ready to welcome right gladly this great kindergartner into their midst. Her course was to include five lectures, one on the "Mediation of Opposites," two on the "Gifts," and one on the "Transition Class." Miss Blow's lectures were deep and thoro, each stage of the ground covered being carefully considered and elucidated. She has left the students stimulated to new efforts and devotion, and the kin-

dergartners encouraged and inspired by her kindly criticism and gladly-given commendation.

The course is yet unfinished, good things being in prospect from Mme. Kraus-Boelte, Miss Hart, and others, each coming with some message to the kindergartners in Washington, but primarily to the students of the Phebe A. Hearst Training School, whose patron has made such a delightful course possible.

Owing to the floating population of this capital city, the responsibility of establishing and advancing any work falls on the shoulders of "the willing few."

Mrs. Phebe A. Hearst closely identified herself with those struggling to carry out Froebel's plan of education, and gave time, thought, and money to the good cause.

Her work in other cities may be more extensive, but it cannot be more important than in Washington. Here, at the heart of the nation, she would have young girls trained into the ideals of true womanhood, and the kindergartens take rank with the best in the land.

SWEET BLOSSOMS.

R. M. JACOBS.

"Dear violet blue,
From whence came you,
So sweet and shy, and of gentle birth?"
With drooping head,
She softly said,
"I'm a bit of heaven dropt to earth.
"Fair lily white,
Pure as the light,
What makes the fragrance we love so well?"
With tender sigh
She made reply,
The breath of a fairy in my bell."
"Golden-rod gay,
Tell me, I pray,
Where did you get your soft yellow hair?"
"I bend my head
(By breezes led),
And I catch and tangle sunshine there."
"Sweet blossoms all,
Both great and small,
What makes your procession come and go?"
"God cares for you,
And for us, too,
And his care and love we come to show."

THE TENT ON THE BEACH—A SEASIDE KINDERGARTEN.

BELLE ST. JOHN PEARSON.

CHAPTER I.

HERE is a beautiful strip of seashore on a certain part of the Atlantic coast, where the swallows fearlessly build their nests in the cliffs over the waves, and the timid sanderlings trot and teeter in perfect freedom along the water's edge.

There are cottages not far from the sea view, but as yet the world has not rushed in and driven out the wild beauty of the place.

A certain lady, whom we will call Aunt Margaret, was an intense lover of the ocean, and passed all her summer vacations beside it. But there was one drawback to her happiness; she missed her daily kindergarten group!

"Why should all these beautiful object lessons, right by the tumbling waves, be as good as lost to the children who see them? Why should such an ideal sand-garden as this unsurpassed beach be wasted on the salt-sea air!" she extemporized, half tragically. "It shall not be in this case! I'll have my dear old beach and my baby class, too! I'll have a tent on the beach, and a kindergarten in it. And we'll sing and weave and sew, and tell stories about the sea, and the dear live things we find on the beach, and have a glorious time!"

Now for this particular lady to build a castle in the air, or better, a tent on the beach, and to realize it, were one and the same thing.

It happened that a number of the fathers and mothers of her kindergarten had summered many years at her particular beach.

When her plans were unfolded to these parents they joined in with all their hearts; and before many weeks twenty children were entered upon the record book of the Seaside Kindergarten.

Now came the practical arrangements.

A large tent was purchased and divided into two general

departments, the sleeping quarters and the kindergarten room.

Two young couples who wished to camp out during the summer, and also wished to send their little ones to the tent kindergarten, engaged sleeping apartments of Aunt Margaret.

Every arrangement was made for comfort in the tent, especially on stormy days. Their meals were to be sent to them on such days, and at other times taken at a near cottage.

It is an exception when lessons are given out of doors in the kindergarten. In this summer school for babies it was planned to have it an exception to have them anywhere but on the beautiful, shining sands.

Aunt Margaret chose a sheltered nook for the tent, at the base of the swallows' cliffs, and the great sea could only roar and dash upon the line of rocks in front of them, hardly ever breaking over even in the worst of summer storms.

Everything that suggested country life in summer, especially by the sea, that was available, was used with artistic effect within the tent kindergarten.

"We want to watch the sea gulls and wild ducks; to see with our own eyes the brown seals at play on the rocks at low tide; to catch crabs, starfish, and sea urchins, and make our own salt water aquarium. We want to hunt for lucky stones, gather shells, and press the lovely sea ferns and mosses."

Aunt Margaret said this to a young student kindergartner, who had come to assist her thru the summer, as they were unpacking and settling the tent.

"It will be too lovely for anything," exclaimed Miss Brown.

"It will be just lovely enough to be true, my dear!" answered Aunt Margaret. "Tomorrow, by this time, we will all be stringing shells, or making mermaids' rosaries."

"Mermaids' rosaries! What are those?"

"You have seen those dark green bead-shaped things on one kind of seaweed? Probably they are the seed vessels of that kind of water plant. They string beautifully, and will do for a first gift occupation. The children will love to gather them, and sit on the rocks and make necklaces."

"Let's use everything we can that is out of doors for gift and occupation lessons!" exclaimed the younger lady with kindling enthusiasm.

"Too late, my dear; I have a copyright on that idea myself.

After dinner I will show you a little list I have made out for that very purpose."

"Pebbles instead of lentils, dandelion stems cut up for straws, with leaves instead of papers, for stringing," continued the student.

"Now, Mollie, how can you; that is a part of that precious list of mine," interrupted Aunt Margaret, reproachfully.

"I should think boiled lobster feelers, cut in inch pieces, would look very pretty, and be very durable, strung with those flat little limpet shells; there are quarts of them over by those rocks," with deepening inspiration.

"I can't claim that, surely, for I never thought of it; but it is a bright idea just the same," replied the elder lady.

They both laughed happily, and in the midst of their merriment the gong at the house above the cliff sounded for dinner, and they hastened to obey its summons, leaving a small boy as proud defender of the tent on the beach.

CHAPTER II.

See what a lovely shell,
 Small and pure as a pearl,
 Lying close to my foot,
 Frail, but a work divine,
 Made so fairly well,
 With delicate spire and whirl,
 How exquisitely minute
 A miracle of design.

The tiny cell is forlorn
 Void of the little, living will
 That made it stir on the shore;
 Did he stand at the diamond door
 Of his house in a rainbow frill?
 Did he push when he was uncurled,
 A golden foot, or a fairy horn,
 Thru his dim water world?

—*Tennyson*

The children, with Aunt Margaret and Miss Brown, had been down among the rocks, finding the clusters of little white snail's eggs, and the baby snails as they looked when they first hatched. They had seen grown-up snails open their horny doors, push out their heads with fairy horns, and walk away on one foot, feeling with their delicate tentacles for the delicious seaweed to eat. Sometimes they would thrust out their horns, and the little ones

would wait breathlessly "to see what they would do," but at the slightest noise the snail disappeared within his tiny house.

"Their eyes are on the ends of their horns," observed Harold in shrill excitement, "and they walk on one foot."

It was very interesting to see the two little eyes disappearing down the tubes of the horns, as the horns were drawn into the snail shells.

Aunt Margaret pointed out the fine little dents left in the seaweed by the teeth of the snails as they ate; and when the children knew that these tiny sea-people had about two hundred teeth to eat with, the respect for the little lives in the spiral shells rose very high indeed.

Each child had come provided with a small oil-skin bag, and now they began to fill them with the empty snail shells, which were lying by the thousands near the rocks.

Most of the shells were dark with the inside prettily tinted, but occasionally a sun-bleached one, pearly-white, was found, to the great joy of the finder.

Away from the rocks the water had left the beach as smooth and hard as a floor. After the shells were gathered Aunt Margaret led the way to her "out-of-doors blackboard."

Here, upon the smooth sand, the babies with nice white, sharp sticks, drew pictures of the snail's eggs, the baby snail, and the grown-up snail with his spiral shell.

"Oh, isn't it fun!" cried little Kathleen. "Oh, my snail's foot is too big, and his horns too little! Please, Miss Brown, may I do him again?"

So the blackboard was scraped smooth with a piece of wood, and Kathleen, with much help and great effort, made a "beautiful snail."

By this time they were ready to sit down on the sand and listen to Aunt Margaret's story, while a half dozen of the small boys, who hung around entranced at the doings of the babies' school, punched holes in the snail shells which were to be strung later.

"Once upon a time there was born a baby as small as the head of a pin."

Aunt Margaret paused a moment; the excitement among the children was shown by the very intense stillness among them, lest they should lose a word of that which she was going to say.

"But a baby the size of a pin's head!"

Suddenly Harold, who was very matter-of-fact, burst out with: "Was it a dwarf baby, born in a giant country, and—and—was it the size of a giant's pin?"

"Yes, Harold, it was a baby born in a giant's country, and it was the size of a giant's pin head. But I must go on.

"This tiny little baby had a very long name that the giants gave it. I can't remember the whole of it, but this is part of it, *Helix Gasteropoda Mollusca*. We'll call it Helix for short, because it rhymes with Felix, and we have a boy named Felix right here."

The children smiled at Felix until the bashful little fellow felt quite uncomfortable.

"His last name, *Mollusca*, was given him because that means soft, and Helix was a very soft baby, without any bones at all."

"How could he walk?" inquired Harold, anxiously.

"Babies don't walk, you know, for some time, and Helix did not. But you must know this happened in a world where magic things are happening all the time, and where a Great King reigned. This king thought about Baby Helix before he was born, and fearing such a very soft, cunning baby, would get hurt, he gave him two magic gifts to keep him safe and well."

"And one was," cried little Kathleen, in a tone unconsciously like Aunt Margaret's.

"And one was a magic mantle, transparent and beautiful, which he must never take off as long as he lived!

"A mantle, you know, is a kind of cloak to wrap around you, and to be transparent it would be so you could look thru it, like this piece of glass.

"The other gift was a tiny house, just big enough for the young Prince Helix to live in, without anyone else!"

"Why, auntie, was he a prince!" exclaimed half a dozen voices.

"Yes, dears, he was a prince, with millions and millions of subjects."

"I thought princes lived in great palaces!" exclaimed Ethel.

"All princes do not. This one did not."

"Please go on," cried the children.

"He carried his fairy house with him wherever he went. Now Prince Helix felt badly because he was so small, so the Great

King, who is king over all peoples and countries, and who loves his subjects well, told him the secret of the magic mantle.

"It was this; the mantle was endowed with a wonderful power. If Prince Helix wanted to grow bigger, all he had to do was to wish, and his mantle would begin to stretch, then the prince would do as the king told him to, and dip his magic cloak in the ocean, and the wonderful cloak would seize hold of a lot of fairy grains in the water, and with these the prince would build his fairy house larger.

"So he grew and grew, and built his house larger and larger, until one day he felt that he was large enough; he wrapped his mantle about him, and sat down in his fairy house with its rainbow walls, well pleased.

"By and by he was hungry, so he began to pull himself along on his one queer foot. His two fairy horns, with their sharp bright eyes, were waving in the air!"

"Oh, I know, it was a snail! It was a snail!" shouted the children.

"Yes, Prince Helix was a snail, and he ate seaweed with his two hundred teeth every day, and lived to a good old age, and at last died, and one of us picked up his shell, perhaps, this morning!"

"Oh, I guess I did!" cried little Kathleen. "It's that lovely white one I found with rainbows inside!"

They now formed a ring on the sand, and as the tide came dashing the waves nearer and nearer, the happy voices rang, clear and sweet.

"Hand in hand, you see us well,
Creep like a snail into his shell."

It was just in the midst of this happy game that a great event occurred. A hand-organ man with a new organ came down the beach, stopped in front of the children, and in an instant, to the amazement of young and old, started the same tune of "The Snail."

Close behind the organ-man came Harold's father and mother and several other visitors. And then the secret came out. Quite a number of the parents had become interested in the Seaside Kindergarten, and had decided that a hand-organ, with a dozen appropriate songs, and some popular marches, would be a very interesting and attractive addition to the out-of-door exercises.

So the marching and games went on with greater zest than ever.

(Continued in June number.)

WHAT EUROPE AND AMERICA HAVE DONE AND ARE DOING FOR THE MENTALLY DEFICIENT CHILDREN.

MARY R. CAMPBELL, WISCONSIN.*

II.

WHAT SCIENTISTS ARE NOW DOING IN THIS LINE.

THE psychologists just at present are devoting considerable attention to experimental work with the "mentally deficient." This is a comparatively new field of work. But little literature on the subject has been written, consequently the workers in this field are, of necessity, dependent almost entirely upon original methods of investigation.

During the last five years general interest has gradually become aroused, and psychologists in various universities, and educators elsewhere, have given considerable thought to the subject. The greater part of this study has been in the abstract. In very few instances has a concrete study been made.

In collecting material for the article, "Psychology of the Feeble-minded" (published in the *Pedagogical Seminary*), and which is considered by eminent authorities to be the best digest of the subject ever published, Mr. Johnson spent a great deal of time in original research work, and in making experiments upon children in different institutions for the feeble-minded.

The best concrete work in America, in the way of scientific investigation, is being done at the University of Pennsylvania. This work is in connection with the experimental and practical psychology by Dr. Lightner Witmer, who is in charge of the child psychological experiments.

It was the pleasure of the writer some months ago to attend one of these psychological clinics. A feeble-minded child, about seven years of age, whose development was under the supervision

*Miss Campbell is in charge of the Kindergarten Department of the Wisconsin Chippewa Falls State Institution for Feeble-Minded. She states that there has been no attempt in this sketch to present other than a most general and brief outline of the work (past and present) with the feeble-minded, and to present for consideration some phases of the subject that are now beginning to be discussed by educators, viz.: "The establishing of day schools and classes for feeble-minded children at state and municipal expense."

Frequent use has been made of the very broad term "feeble-minded"—that being now considered by American authority as the most comprehensive term—as it includes all grades, from the slightly deficient and improvable down to the lowest custodial grade. See first article in the April KINDERGARTEN MAGAZINE, page 531.

of Miss Mary Marvin, special teacher for the deaf and feeble-minded, was brought before the students. The report given by Miss Marvin of the child's development showed with what accuracy every detail of its progress had been noted.

The attention of the class was called to certain stigmata, and to mental abnormalities. Certain tests were made. The child was directed to do certain things, to draw on the board and like simple things. An effort was made to see if the child's restless, wandering attention could be fixed. The conative power of the child was very deficient.

The class observed closely to see the extent of the subject's power of coördination, and certain mental operations were traced to abnormal physical conditions.

When the child was first placed under Miss Marvin's care it was unable to talk. By means of the method of articulation employed with the deaf in teaching oral speech, Miss Marvin had so far developed the child's condition that it could put out its hand and say "How do you do?" It had required months of hard work to accomplish this much, but the stunted mind was slowly being aroused.

The child can never approach anywhere near the normal type of the same age, for its low mentality is due to certain physical conditions, in the development of which beyond a certain point it will be impossible to go; but this has not been labor lost, for the data collected will be of much value to the literature of psychology of the feeble-minded.

This clinical work that is being done in Philadelphia is unique of its kind. There is no other psychological laboratory where so much attention is given to the accumulating of exact data of the study of the feeble-minded. Other universities have given some attention to the subject, but none where the work is so thoroughly scientific.

Among the famous neurologists in the United States, interested in this work, are Dr. S. Weir Mitchell and Dr. C. K. Mills, of Philadelphia; Dr. C. L. Dana and Dr. Frederick Peterson, of New York. Cases are sent to these men from all parts of the country, and it is with certain of these patients that Miss Marvin is frequently called upon to try her methods of improving the mental and moral condition.

For years medical men have experimented upon idiots, by

various operations and medicines, hoping in some way to benefit and ameliorate, if possible, the dulled brains of this unfortunate class of humanity. It was the theory of some specialists, for many years, that the brain of a microcephalic idiot was arrested in its development because the skull ceased to grow, owing to early closure of the sutures. After many unfruitful operations, the conclusion was reached that the converse was true—the skull ceased to grow normally, because the brain, owing to some defect in the nerve cells, was retarded in its growth, consequently the impossibility of normal mentation. Now eminent authorities agree that “the skull does not limit the brain, nor does the brain extend or distend the skull, but both grow harmoniously together under the influence of a formative force inherent in the whole organism, which suits the size of the skull to the size of the brain, as it molds the limbs of either side to the same bulk and shape.”

A few anomalous cases are on record where the skull had ceased to expand, and operations were performed to facilitate the expansion of the brain, and, resultant, the growth went on again, cerebral function was restored, and normal mentation eventually proceeded. Such cases are very rare. Probably one such case in a thousand. In these instances, the arrested development was not congenital, but due to infantile diseases or to accident.

Operations for the hydrocephalic are considered to be more generally successful than those with microcephalic, that is, as far as restoration of cerebral function is concerned, altho no records show such operations to have been so successful that the patient has ever been able to reach the normal type in mental development. Dr. Ireland says that “hydrocephalus is the despair of physicians.”

The unanimous verdict is that but little can be done in the way of operations; and medication in certain cases, combined with mental and bodily exercises peculiar to the needs of the individuals, is the only remedy that is in any degree successful, and even such improvements are not permanent.

In these hydrocephalus cases there is an accumulation of blood that starves the brain by squeezing out the blood, hence it is plainly evident that normal mentation is impossible.

The Chirurgical Hospital in Philadelphia has on its staff some of the finest surgeons in the country, men who are paying par-

ticular attention to craniotomy—operating on the skulls of these peculiar types of idiocy.

A few months ago a visit was made to this institution. In one of the children's wards there were five cases newly operated upon. One, a hydrocephalic of about three years, was attracting considerable attention at the time, as it was thought probable that the operation was going to be successful in aiding the child's mental development.

The nurse said that it was pitiful to see some parents with microcephalic and hydrocephalic children who came and begged the physicians to operate on their children. They seemed to think that the surgeons could undo what nature had done.

Specialists in nervous and children's diseases are experimenting on the cretin type of idiocy, using the thyroid treatment. For the most part the study of the cretinoid idiot has been confined to brain analysis after death.

Dr. Friend, of Milwaukee, records some very interesting experiments made on a cretin girl.

The removal of adenoids is an operation that specialists agree is one of the most successful. Some physicians maintain that many cases of apparent idiocy are due to adenoids. The nourishment that should go to the brain being side-tracked by these abnormal growths, frequently cases of backwardness, particularly among mouth-breathers, is traceable to adenoids.

The above are but a few points mentioned to show along what lines medical scientists are working on feeble-mindedness and idiocy.

America is acknowledged to be doing the most progressive work in the study of the psychology of the feeble-minded, but eminent authorities on idiocy agree that the best medical work is done in France by Dr. Bourneville at the Bicetre, the famous children's hospital in Paris, where, a century ago, the celebrated Itard and Seguin, pioneers in the work, and later Ferrier, Ferret, and others, spent the best years of their lives in trying to solve the problem of the cause and possible remedy of idiocy.

WHAT SHALL BE DONE WITH THE UNHOUSED IMPROVABLES?

The questions now confronting the educators, philanthropists, economists, and alienists is, "What shall be done with the high grade imbeciles in public schools who are not intelligent enough

to keep up with the normal child?" and "Shall we have day schools and auxiliary classes for mentally deficient children?"

Economists and alienists agree that so far as the future of the state is concerned it is due to society to house all feeble-minded—that they should be cared for and shielded in institutions for such purposes. This is particularly true of the *female population*. The plea put forth by some educators and philanthropists is that it is due these defectives that some provision be made for the bettering of their condition, and that a gross injustice is done these unfortunates who cannot keep pace with the normal child in his school work. Statistics show that about two per cent of the population is feeble-minded, and that only twelve per cent of this class are cared for in institutions devoted to their care. Few of the public schools will tolerate them, and the average feeble-minded child is left to his own resources.

It is estimated that in Wisconsin alone there remain eighteen hundred unhoused feeble-minded, altho the new state home for feeble-minded, opened in June, 1897, is filled to its utmost capacity, having 375 patients.

This state of affairs is but illustrative of the existing condition in other states. There are many improvable not in institutions that can be given a certain amount of training in day classes.

In England, Germany, Norway, Sweden, and Denmark auxiliary classes are carried on with much profit.

In 1881 in Germany there was established in connection with the municipal schools of Brunswick a separate class for "Backward" children. Other such classes have been introduced with marked success, a number of the wealthy people sending their children.

These classes in Norway, Denmark, and Sweden have been carried on for many years in connection with the public schools, superintendents from neighboring institutions directing them.

The London day schools have been markedly successful. Since 1892 seventeen auxiliary classes have been started, with an enrollment of about seven to eight hundred pupils.

After a child has been in an ordinary elementary school for about two years, and is found to make no progress, the teacher observing the mental deficiency recommends its removal, and with the consent of an expert medical officer the child is transferred to the special class.

By this means a large proportion of backward children are given a fair chance. The teachers are relieved of cares that are unnecessary, and time almost wasted with the backward children is more profitably spent on the normal members of the regular classes.

The census of 1890 shows the population of feeble-minded in America to be 52,940 males, 42,631 females—a total of 95,571. This was ten years ago. It is estimated that the census of 1900 will show a population of 100,000 feeble-minded. But a small percentage of these can be cared for by the state—12 per cent is the estimate, leaving a balance of 88 per cent, or about 84,000 at large, for which no provision has been made either in institutions or day school classes. There seems to be no other solution to the problem than to establish experimental day classes for their training at municipal expense.

In a measure this establishing of local day schools would defeat to a certain extent the primary purpose for which the state institutions are in existence—the excluding from society of these members that are often a menace to others, and in constant danger themselves, for lacking in will power they fall easy victims to the unscrupulous.

When the Pennsylvania state institution was in its infancy, it cost \$300 per capita. Now thru the utilization of the children's labor in domestic and other duties, this expense has been reduced to \$165—a reduction of almost a half of the original expense.

If the cost of the entire care, including maintenance, clothing, medical attention, and education can be reduced to such a low figure, there is no reason why, by good management and with the proper curriculum, day schools should not be conducted on a like economical basis, and eventually make these auxiliary classes almost self-supporting. From time to time the medical and educational superintendents of the state institutions could give these classes attention. These classes would be virtually "auxiliaries."

A greater part of the training must necessarily be concrete, for these defectives cannot, like normal children, grasp abstractions.

In outlining a curriculum for such auxiliary classes various branches of industrialism, such as sewing, embroidering, cooking, modeling, sloyd, carpentering and hand work of all kinds should

be planned for the advanced pupils. For the beginners, kindergarten work to suit the individual needs, and "sense training" of the most thoro kind. Eventually the finished products of the industrial classes could be sold, and a return made of the money invested for the support.

At the new Wisconsin State Home for Feeble-minded the industrial class in lace making and embroidering cannot supply the demand. Orders are taken weeks in advance. If in little more than a year these patients were trained to such proficiency, there is no reason why some of the "backward" and high grade imbeciles, to be found in every large city, cannot be grouped together in day classes, and taught certain branches of industrialism with equally good results.

The plea of expense and lack of money, made by school boards, is poor economy. The cost, at first, may be great, but gradually it will decrease, until the training of these children can be reduced to less than the cost per individual of normal school children. It is unnecessary to say that special instruction for these exceptional and unfortunate children is much needed. Humanity demands that some provision be made. If it is considered unwise to establish these classes as a part of the regular school system, they could be considered as experimental schools, and conducted as such until their need and success had been proven.

England, Germany, and Norway and Sweden have had these classes as auxiliaries for about ten years, and the wisdom of establishing them has been proven by the records and reports, of which it is needless to go into detail here

Educators of feeble-minded children do not profess to transmute these defectives into normal beings, but they do maintain, after years of experience, that these children are as educable in their range as normal children are in theirs, sometimes proving themselves more susceptible to education.

The incurability of feeble-mindedness is fully recognized, for idiocy is a *condition*, not a *disease*, hence cannot be cured, but by proper training the mental and moral tone can be greatly improved. In the education of these children a point is reached beyond which it is impossible to go, owing to the physical mechanism being so defective; but is it not the right of these unfortunates that they be given every chance for their highest development?

KINDERGARTEN TRAINING AT TEACHERS' COLLEGE, COLUMBIA UNIVERSITY.

MAUD E. HAYES.

A KINDERGARTEN and a university! Surely there is a vast chasm between the two, an impassable gulf not to be spanned. This thought comes sooner or later to the inquirer as to the relation which the Kindergarten

Department of Teachers' College, Columbia University, bears to the other departments of the college and to the university proper.

Teachers' College is the professional school of Columbia University for the study of education and the training of teachers, taking academic rank with the schools of law, medicine, and applied science. The Kindergarten Department of the college is but one phase of the work for which Teachers' College stands; that it is an important part of this work is hardly



1. Milbank Memorial Chapel. 2. The Students' Room.

necessary to emphasize in these days of high standards of kindergarten training. That the question regarding the practicability of allying technical kindergarten training with the broad scientific requirements of the university curriculum may arise in the minds of many is granted, and it is the purpose of this article to show what is being done at Teachers' College to bridge the apparent gulf.

In the modern kindergarten training class, whose diploma is recognized as a guarantee of good work done on the part of the student obtaining it, much emphasis is laid and wisely on the culture studies which bear to the technical work such a relation as the spokes bear to the hub of the wheel. Literature, science, psychology, pedagogy, art and music, are taken up in greater or less degree in proportion to the length of the course of study, but in six months or a year's training only the merest sketch of these subjects can be given to allow sufficient time for the large amount of technical and manual work which must be completed to equip the student for kindergarten teaching. All of these culture studies, with the exception of psychology and pedagogy, could be commenced and completed in a leisurely way were the course longer and divided differently; and if the previous education of the student had been farsighted enough to include a firm foundation in these studies before she contemplated kindergarten work, she would be well prepared for the keen mental and spiritual grasp required in the study of Froebel's philosophy, and for the true valuation of the technical and manual work which, to the beginner, is all that there seems to be in the kindergarten training.

Teachers' College takes this attitude in the four years' course which is offered to regular students who become candidates for the college diploma. In the first two years the curriculum differs in few respects from the freshman and sophomore years in the average woman's college, except that classical and mathematical work is elective and not required. In these two years the student in acquiring the subject-matter, mental discipline, and habits of research and study which are to aid her in the work of the last two years, which are occupied with psychology and logic, history and methods of education, kindergarten principles, gifts, and occupations, stories, games, observation, as well as practice teaching.

In the average training class the work, scientific and technical, is very often entirely done by one or two kindergartners with perhaps a few lectures by outsiders. The broad outlook of the university is impossible in the small training class, often quite remote from educational centers, and the work must of necessity be narrowing and local. In these days of specialization in all lines of study and culture, the university stands foremost, and it is from the university that much is expected. Specialization with correlation is the principle of Teachers' College, so the work above-mentioned as required in the four years' course is all done in the various departments of art, science, literature, etc., of the college, but under the supervision and with the active coöperation of the director of the Kindergarten Department. In art the work definitely tends toward kindergarten application, tho based on the same principles and truths which govern the study of all students. In the Science Department the bases for more extended study are laid in botany, chemistry, physics, zoology, and physiology. A course in scientific nature work with little children is outlined for future use. In the Department of English the importance of the best literature and the place of myth and folklore in early education is specially studied, while with the kindergarten director herself practice is had in the selection and adaptation of stories for the kindergarten which may best illustrate the deep truths which Froebel presents to the child symbolically in the Mother-Play. The course in music is planned to enable the student to recognize the best music, and thus to avoid the weak jingles which occupy too many pages in some of our song books, and practice is given in choosing good songs adapted to children's voices and to children's intellects.

Psychology and its applications in teaching, physical and mental development of children, history of education and methods in education, are required of all students in the college, and are studied with reference to all stages of the child's development, not limiting the field of research to the kindergarten age alone, but studying the years before and those after, in order to recognize the conditions and ideas of the entire period of school life from the nursery to the university. In kindergarten or secondary teaching, the ideals, if not the methods, are similar, and so all students meet in common, and the barriers which the private training class often unintentionally raises between the kin-

kindergarten and the primary school are broken down, and the outlook is wide and unprejudiced.

The Horace Mann School, the school of observation and practice of Teachers' College, affords opportunity for kindergarten students as well as others to observe every phase of school work, and to see the educational problems of the day worked out in theory and practice by experienced teachers, the transition from kindergarten to the primary grade being, of course, the phase most carefully observed.

Within the Kindergarten Department itself the student acquires the pure kindergarten work, the theoretical and practical study of gifts and occupations, their evolution and use as planned by Froebel in his "Pedagogics," their relation to the development of the race as symbolic of the industries and arts of primitive people, their connection with the manual work of later school life, and their beautiful adaptability to the needs of the child's self-expression. The latest and best additions to Froebel's system of manual work are examined and studied not as "fads," but as extensions by which the spirit of the age consciously seeks further development of Froebel's spirit along the lines of his deep philosophy.

Upon Froebel's "Mother-Play and Nursery Songs" the work of the kindergarten songs and games is founded. Careful study of the book itself, with the mottoes and commentaries as translated by Miss Blow, is required, and supplementary games and songs carrying out the same ideas are selected and studied. In the games the value of play as an educational factor in life is emphasized by discussions on its part in the evolution of society; traditional games of children are studied with regard to their origin and meaning, and practice is given in playing and adapting games suitable for children. The study of kindergarten principles is based upon Froebel's "Education of Man" and Miss Blow's "Symbolic Education," thus containing the work of the general history of pedagogy by the specific study of the great teacher and his philosophic ideals.

Direct preparation for kindergarten teaching is further given by the required work in program making, original exercises with the gifts, and the outlines for weekly programs which are criticised and discussed in relation to the aims of the kindergarten. This leads naturally to the test of all that has gone before—the

ability of the student to teach, lacking which all her work in theory is in vain. No teaching whatever is done until the second half of the last year, when there comes the definite understanding and appreciation of what it means to lead and guide the self-activity of young children; to develop their powers of self-control; to bring out, not to pour in, and to use the kindergarten material as a developing, not an enveloping, mediator between nature and the child.

The fifty children in the kindergarten of the department are observed carefully by the students thruout the last years of the course of training, and the work of the experienced kindergartners in charge assists them to appreciate the unteachable bits



Teachers' College Kindergarten.

of discipline and control which are the fruit of practice alone. Each student is placed in charge of a group of children for a definite length of time either in the college kindergarten or a mission kindergarten, planning her own outline of work, to be submitted for the approval of the regular teacher, who criticises the practical application of it and estimates the success or failure of the attempt. Valuable and often bitter experience is gained by this effort at trying her powers, and the importance of all the preparatory work is appreciated by the student as she has never before valued it. This practice in work with another class of children is gained by assisting in the free kindergartens of the New York Kindergarten Association, which allows the college students that

privilege. In these kindergartens the children of the poor are seen in contrast to their richer brothers and sisters, and the work is most interesting to the student unacquainted before with the 'little foreigners who flock to the free kindergartens. Because of their lack of opportunity she cannot but feel the importance of her work in helping them to feel the spirit of the kindergarten, and to work and play together in the truest coöperation. Here she is allowed to conduct the games and the morning talk, and to use her story-telling powers once or twice a week to a very different kind of audience, and one which requires the same principles of control, but possibly varying methods, from the children with whom she comes in contact in the college kindergarten. She can never forget the experiences here, and the free, happy kindergarten life, which means so much to these little tenement-house children, lingers pleasantly on her memory when she goes out to her own work at last, after her training is over and after it begins once more.

Besides this four years' course for the experienced student, who needs the long training to become a proficient kindergartner, a two years' course for those qualified by previous training or experience in teaching is offered, at the successful conclusion of which the departmental diploma of the college is awarded. Each candidate presenting herself is judged by the dean of Teachers' College, and the director of the Kindergarten Department, on her own merits, and as to her ability for undertaking the work thus offered. Postgraduate courses in kindergarten work are also open to experienced kindergartners who wish to take a year away from their teaching for a wider outlook on the field of work, and whose practical experience has made them acquainted with their own peculiar needs and intellectual requirements.

Tho the scholastic work of the university and the college takes naturally first place, the social and recreative side of the life there is by no means unimportant. It is a hard lesson to learn the value of play, and one which must be learned to obtain the best results of work. In a city like New York, where lives of grinding toil stand in grim contrast to the butterfly phases of much of the society life, it is often hard for a stranger to combine work and play in proper proportion, and the balance is apt to swing to one side or the other. Apart from social recreation, physical training is often as much needed by the girl

who comes from the farmhouse to the college as is mental training, and the use of the gymnasium soon acts as a stimulus to keener intellectual grasp on the part of the new student. The girl who is an adept at dancing and tennis, Indian club swinging and basket ball, need not fear that time given to these acquirements need detract from the quality, tho it might from the quantity, of her intellectual work.

Besides the opportunities for recreation and relaxation which a large city offers with such tempting and unending variety, there is a definitely organized social life at the college, and the true student seeks it as a means to the end toward which she is working. Besides the voluntary morning gathering together of students and professors in the simple religious exercises, held in beautiful Milbank Memorial Chapel, with its decorations of soft greens and grays seen thru the light from the painted windows at the west, there is a short ten-minute service every day at half-past twelve, which makes a restful interlude in the busy day of the student who wishes to attend it.

The Students' Club takes as its object the organization and regulation of all student interests, being self-governing and without fees. All students, regular or special, are eligible to membership. It emphasizes the social side of college life by a series of informal teas and receptions during the year at which some guest of honor is invited to speak. Various civic and philanthropic interests have been described by their workers representing social settlements, good government clubs, the American Volunteers, etc. The college Glee Club, composed of students interested in music, gives several concerts during the year, and while there is no regular dramatic association, tableaux and plays are often presented by the students. Several large receptions are held each year by the trustees, faculty, and senior students to welcome new students, and the Teachers' College Alumni Association entertains its members two or three times yearly. The Graduate Club, composed of students taking postgraduate work at the college, meets often to discuss current educational problems, and the art students hold regular meetings in the advancement of their interests.

The students' room, with its plants, beautiful pictures, and antique casts, is an important factor in this informal, many-sided, social activity. College Hall, Teachers' College, provides in its

dormitory system a pleasant, social life for many students, who live together under the supervision of a matron whose chaperonage is only that of a well-regulated home. Here there is opportunity for making the warm friendships which mean so much to the student far from home, and for the delightful evening chafing-dish parties and chatter which seem to belong by rights to the girl student when she has the blissful consciousness of work faithfully accomplished.

The many lectures on various subjects which are offered by Columbia, Barnard, and Teachers' colleges are open to all students, and the chance of hearing famous men and women speak of their personal researches in science, education, and literature is invaluable to the student who, perhaps, is studying the text-books or reading the reviews written by them. The magnificent library of Columbia is open for reference and study to Teachers' College students, and the beautiful Bryson library of the college, with its cozy nooks and corners, is an ideal place of refuge for serious study or for skimming the cream of current periodicals and magazines.

From every window of the college itself there is a beautiful view; south of the stately buildings and tall groves of trees which are at the upper end of Columbia's territory; east, over Morningside to the Harlem River, of the upper part of New York lying outspread below the Heights; west, of the river with Riverside drive, Grant's tomb, and the beautiful Palisades of the Hudson near at hand; north, the Hudson River again as it curves upward toward West Point. Inside the college thru the long halls and corridors, on the walls of the classrooms, laboratories and lecture halls, reproductions of the choicest art treasures in cast and photograph are hung, bringing the art of all ages and phases of the world's history before the students who pass to and fro from their studies.

With the Cathedral of St. John the Divine, St. Luke's Hospital, Barnard College, Teachers' College, the new Academy of Design, and stately amongst them all Columbia's domed library, religion, philanthropy, art, literature, science, and education meet on the Acropolis of New York, as this high, rocky territory was appropriately called by Bishop Potter in his address at the opening of Teachers' College.

TOPICAL OUTLINES FOR MONTHLY MOTHERS' MEETINGS.*

MARY LOUISA BUTLER.

SUBJECT IX—CHARACTER BUILDING.

Topics.

*"Thou must be true thyself if thou the truth wouldst teach;
□ Thy soul must overflow if thou another soul wouldst reach:
It needs the overflow of heart to give the lips full speech."*

1. What is character?

In character building there are two essential things which it is the right of every child to be taught:

(a) To be true, true in every fiber of his being; true to himself, his neighbor, and God. On this rests all other virtues.

(b) To be industrious. Whether we quote the old couplet

"For Satan finds some mischief still
For idle hands to do,"

or say that the hands trained to habits of industry cause little or no anxiety our principle is the same.

2. How can these two things, sincerity and industry, be made a part of the child's daily life?

3. What relation does dress bear to the development of character?

4. What relation do food and exercise bear to the development of character, or, what is the relation of physical development to spiritual growth?

5. What did Christ mean when he said: "Is not the life more than meat, and the body than raiment?"

6. How does the home life of the parents affect the child's character?

7. What relation do the furnishings of a home bear to the child's mental and spiritual growth?

8. Is it more important that special attention be given to the details of these furnishings in the homes of the rich than in those of the poor? If so, why? If not, why?

9. Boarding houses versus homes, rented apartments versus cottage ownership in the development of character?

*Miss Mary Louisa Butler served as organizing secretary of the First National Congress of Mothers; is also broadly known as a Sunday-school worker and writer, as well as author of that useful "Handbook for Mothers." She has spent many years in Child-Study and Mother-Study, and from her broad experience will bring to this work the helps that seem best fitted to meet practical needs. Any of the books referred to in above outlines furnished on application by Kindergarten Literature Company. These outlines in leaflet form 30 cents per hundred, assorted if desired. Subjects now ready as follows: "Children's Companions;" "The Bible in the Home;" "Other People's Children;" Pictures, and How to Utilize Them;" "Discipline;" "Patriotism;" "Untruthfulness;" "Music in the Daily Home;" "Character Building."

10. "The sources from which the soul draws its material, and the influences which determine its feelings are many and varied—home, social environment, companions, books, pictures, school, and the church. How best utilize these, or any others that lead to the best growth of character?"

11. Are you building only for today or for eternity?

"An English artist who became celebrated for steadiness of hand drew his earliest, crudest sketches with pen and ink because he knew that he could not alter a single stroke, and was thus obliged to think out every line before executing it. So he who desires to acquire steadfastness of character must remember that behind his finished ideal there must be years of conscientious, heroic effort."

"We are not done with life as we live it. We shall meet our acts and words and influences again. A man will reap the same that he sows, and he himself will be the reaper. We go on sowing carelessly, never dreaming that we shall see our seeds again. Then some day we come to an ugly plant growing somewhere; and when we ask, 'What is this?' comes the answer, 'I am one of your plants. You dropped the seed which grew into me.' We shall have to eat the seed that grows from our sowing."—*J. R. M.*

Parents and teachers cannot be too early impressed with the thought that the chief business in life is character building. While "character is personal, and cannot be transferred from one to another," yet it is possible to greatly aid children and youth in building character that shall stand the storms and battles of life. In seeking assistance from books study the best biographies of men and women who have demonstrated to the world what true bravery is. The greatest battles are fought inside the human breast, and children are often helped in their efforts to attain a nobler life by knowing what other people have done. Read in "Character," by Samuel Smiles, chapter 4, on "Work." See also what Miss Nora Smith says on the same subject in "The Children of the Future." Study carefully "The Secret of Character Building," by John B. De Motte.

"It takes time to build character."

"God may seem slow, but he is building men's characters for an eternal life."

*"Not dol-
lars, but
noble deeds
well done
constitute
the true
measure of
manhood."*

*"The ripest
Christian
character
obtains
only when
its founda-
tions are
laid in
youth."*

*"Let the
foundation
have for its
chief corner
stone Jesus
Christ, in
whom all
the build-
ing fitly
framed
together
groweth
unto an
holy temple
in the
Lord."*

Normal Training Exchange

For Primary Teachers and Kindergartners.

THIS department has been heartily appreciated by the many teachers who are looking to a closer convergence between the lines of kindergarten and elementary school work. The following letter bears testimony to the usefulness of our NORMAL TRAINING EXCHANGE, and we are glad to print in full a statement dated April 14, 1899, made by the president of the Iowa State Normal School:

Editor Kindergarten Magazine:

I have been most favorably impressed with the department, Normal Training Exchange, more probably by the spirit than by the facts there given, because I regard the spirit of the school and of the teacher as of first consideration. This department is the first real attempt I have seen to show that the spirit of a good school should not be different from that of a good kindergarten. The public schools are more deficient today in spirit than they are in methods, or formal scholarship. In order for a child to have a chance to reveal himself it is necessary that he be in that necessary condition of mind and heart which is essential to true growth and development. What a teacher lacks in scholarship she can get by attending good schools; what she lacks in methods and devices or in management she can attain by thoughtful study, careful observation of well-conducted schools, and a proper study of child nature and mental development; but whatever she lacks in spirit can only be secured by fasting and prayer. For this reason, if not for any other, I hope that this vital part of educational work may be continued and strengthened until the revolution so earnestly sought may reach all the schools of the land.

Yours truly,

H. H. SEERLEY.

Cedar Falls, Iowa.

RHYMES, STORIES, FINGER PLAYS.

The following original rhymes and stories have been sent in by teachers in both fields, and are published here as *evidences of spontaneity*, which are therefore worthy of recording. They are in the majority of cases voluntary contributions.

LOST—A BABY.

(A Mother-Play Song.)

Ten little fingers, ten little toes,
 One little mouth and one little nose;
 Two little cheeks and one little chin,
 Made to catch the dimples in;
 One little forehead, broad and square,
 Just beneath the curling hair;
 Two little eyes so bright and blue—
 Mother's baby, I've found you!

Brooklyn.

(MRS.) ADELE FERGUSON KNIGHT.

SUNRISE.

(The following is an actual saying of Mrs. Jacob's own child.)

Wee Robert chanced to wake one morn
 Before the summer sun;
 The rosy, golden hues of dawn
 He ne'er had looked upon.

And telling of this beaut'ous time,
 (Of soft air and perfume,)
 He said it was "*Just when the sky
 Was coming into bloom.*"

Harrisburg, Pa.

R. M. JACOBS.

THE BIRDS' CELEBRATION OF THE FOURTH OF JULY.

All the birds met together one day at high noon
 On the last week in May, or the first week in June;
 Met together, I say, in an apple tree high,
 Preparations to make for the Fourth of July.

Such a babbling of voices—some sweet and some shrill,
 Till the Woodpecker rose and loud rapped with his bill.
 "Come to order," he piped; "let the Lark take the chair
 And committee appoint that shall program prepare."

"I will name," said the Lark, "the Thrush, Bluebird, and Jay;
 They must counsel together and then let them say
 Who shall read, who orate, who shall pray, and who sing,
 And say who to the breeze shall our starry flag fling."

Then Sir Bob-o-link spoke: "O, dear friends, why such haste?
 Such a program, for *us*, is in very bad taste;
 Leave such things to mankind—'tis where they belong,
 Celebrations by *birds* should be only by song.

Quick the birds acquiesced, and before they dispersed,
 Lark, for leader, they chose, and together rehearsed.
 On the Fourth of July—O, glad glorious day!
 In full chorus they sang; these, the words of their lay:

To our country, our flag,
We are loyal and true;
Happy greeting, happy greeting
To the red, white, and blue.

Swarthmore, Pa.

JENNIE VICKERY.

MAY BLOSSOMS.

(An actual incident.)

It was one of the first warm days of spring, and an old gentleman who had been running for the car was vigorously wiping the perspiration from his brow.

At the next corner he looked up to see a lady and little girl enter. She was a tiny little girl, with golden curls and large blue eyes. In her hand she carried a small lunch basket filled with wild flowers. After being seated she looked down to see that none of her flowers had fallen; then she arranged them more securely and nestled close to her aunty.

For a long time she sat quite still, and did not notice that the old gentleman with his hat off was watching her. Her mind was very busy. She was thinking how surprised her mamma would be when she told her that Miss Mary had taken all the kindergarten children a-Maying—and how delighted she would be with the buttercups and Quaker ladies. She wished that her mamma did not have to work so hard, so that she could go to kindergarten, too, for it was so beautiful there, and they had such nice times. It was very different from home, where there were only houses and streets. Near the kindergarten were trees and flowers, and you could see all the sky at once—and little birdies, too!

You see, this little maiden lived downtown in a very busy part of the city. Her aunty taught in a school in one of the beautiful suburbs, and the little maiden was made happy by being taken there to kindergarten every morning.

As the blue eyes roamed around the car they chanced to meet the gaze of the old gentlemen, who smiled at her kindly. She gazed at him a moment and then smiled in return. He kept smiling and nodding at her and her flowers until she felt quite friendly. Suddenly a happy thought came to the generous little heart. She looked at him and then at her flowers, then uncertainly up at her aunty, who was busy reading. Then she slowly separated one large buttercup from the rest and drew it from her basket.

"I fink he likes buttercups," she said in a whisper to her aunty. Then, after a pause, "I fink I'll give him one."

"Very well, dear," said her aunty.

Thus being reassured, she jumped down from the seat, and moved along until she came to the old man's knee.

"Thank you, little girl," he said. "That is a beautiful flower! Where did you get it?"

"We went a-Maying," she said, "where there are lots and lots of flowers. I gathered these for my mamma. Did you ever go Maying?" The old man's face softened and he seemed to be seeing something a great way off, as he said: "Yes, I have been Maying—but it was a long time ago."

"I fink it is lovely to go Maying," answered the maiden, as she went back to her seat and once more clutched her treasures.

There was a very tired looking woman with a basket sitting opposite, and the little maiden thought perhaps it had been a long time since she had been to the fields to gather flowers. The woman was looking out of the window and did not see the child as she solemnly got down and laid a buttercup and two Quaker ladies on the lid of the basket. The woman felt the basket move, however, and when she discovered what had happened, an unaccustomed tear rose to her eye. She had once had a little blue-eyed child of her own.

By this time the little maiden decided that everyone in the car should have a flower. So the next time the conductor passed she held one out to him, and was so pleased with the gay way in which he took it and put it in his buttonhole, that she clapped her hands with joy.

The lady and gentleman who talked and laughed so much were not forgotten, tho the maiden shyly shook her head instead of answering their questions.

She clasped her basket and looked about her in calm delight. Everyone had flowers! Everyone except—except the man in the corner with the newspaper—and he—maybe he did not want to be disturbed, he was frowning *so hard* at the paper!

"Come, dearie," said aunty, gathering up her book and bag, "we get off here."

The little maiden had not a moment to think. She gave one hasty look at the frowning face behind the newspaper, then took her prettiest blossom, and, as she passed out the door, laid it on his knee.

The color mounted to the man's face but he did not look up until the car started. Then he watched the little maiden out of sight.

ANNA WETHERALD AHRENS.

Philadelphia.

TO FROEBEL.

Even as God's ancient men of old,

Praying, trusting, waiting for their King

Who would be their shepherd, ever watchful of the fold,

And into it all nations of the earth would bring.

In their tender, waiting love they longed to have

Him even in their midst to dwell.

"God with us," so they prayed each day,

And called him Lord, *their* Lord Emanuel.

And when the Master, Christ, had come,
 He brought to earth the very self of heaven,
 And found upon earth's highway many a-wearied one
 Who sought his kingdom richly, freely given.
 "My kingdom's the home where those who loved aright now
 dwell,
 Glad, trusting, pure, e'en as a little child,"
 So said the Christ, our Christ Emanuel.

Thou, teacher, by thy faithful life
 Hast taught us well to love and understand each child;
 E'en wee tired lambs hurt by life's hard strife—
 To bring each one unto the fold of the Shepherd mild.
 And by an upward life grow fit with Christ to dwell,
 As thou, our teacher, gavest of thy love, we, too, shall give,
 And call thee Saint, Saint of Emanuel.
Allegheny, Pa. BUNELLA FOE MCQUISTION.

BABY'S VOYAGE.

We've set sail for Slumber Land,
 Hark! the keel grates on the sand!
 All the west is glowing red,
 Time to start the good ship Bed.

Now we're out upon the sea;
 'Tis as calm, as calm can be.
 Tiny waves are whisp'ring thee:
 Rock-a-bye, baby, bye.

Father's captain, mother's mate,
 Baby's passenger of state;
 Sandman comes and makes the crew,
 For he thinks he must sail too.

West wind murmurs low and clear,—
 "Yonder is our harbor, dear;"
 Soon within we'll make our pier:
 Rock-a-bye, baby, bye.

Vessel slowly enters port;
 Sails are set and sheets made taut.
 This the bourne of every tar,
 Where the dreamland fairies are.

Shadows faster downward creep;
 Passenger is fast asleep;
 Mother loving watch will keep!
 Rock-a-bye, baby, bye.

ADELE FERGUSON KNIGHT.

THE SLEEPING BEAUTY OF THE FOREST.

The Oak Tree had a secret. Swinging in her dainty cradle, high up among the green boughs, lay the Sleeping Beauty.

From whence had she come? Who had brought her to the Oak's leafy palace? The squirrel chattered and gossiped, as squirrels will, but could tell very little. Some talk, indeed, there was about a fierce giant who sought the life of the princess, but the Oak only smiled when he heard the story.

The whole forest was filled with the mystery of brooding birds and budding flowers. Nature, always a wise old nurse, had hidden the cradle of the princess from prying eyes, and so the busy world forgot—all save the Oak Tree.

Many a rough shaking the little princess had in the wind and the rain, but the Oak held her firmly in his royal arms and all went well.

The trees were a blaze of color. The stately Oak wore his most kingly robes. His feasts were the talk of the forest. The squirrel dropped in fifty times a day to have a crack with old friends, and oh! shocking to tell, he never left the feast without stuffing both his pockets full. One day the naughty fellow spied the cradle of the princess, and would have eaten the Beauty up had not the watchful Oak boxed his saucy ears and sent him home in great haste.

The air was mournful with farewells. The birds gathered for their last concert before starting southward. Each sleepy cricket tucked his fiddle under his arm and went to bed. The long summer day was over, and the katydid sounded a note of warning to all of Nature's children.

How still the forest grew! The Oak nodded his head sleepily. The Beauty dropped from his drowsy arms into those of the waiting Earth.

Did the princess lying in her cradle dream of the prince? Who can tell? Jack Frost came and with elfin fingers decked the forest as for a wedding.

A loving, warm kiss, another and another—the Beauty rubbed her sleepy eyes. One tiny foot touched the ground. Two baby arms were upstretched. The prince had come! The robin in the Oak sang it abroad. The south wind scattered flowers at the feet of the princess. The squirrel chattered all day, and at night half of the wonderful news was still untold. The crow, the oldest inhabitant of the forest, declared that never before had the spring commenced with such magnificence.

Detroit.

GRACE EDITH GOODRICH.

A VISIT TO THE BLACKSMITH SHOP.

(Illustrated by the kindergarten jointed slats.)

It was a cold and frosty day,
The sun was shining bright;
We went into a blacksmith shop,
And saw a curious sight.

And first among the tools he used
There was a shining blade
For various purposes employed,
Yet we were not afraid.

Then of his bellows he took hold,
And soon began to blow
The smoldering flame upon the forge,
Till it was all aglow.

The cap he wore upon his head
He did but seldom doff;
Only to say "good day" would he
Politely take it off.

A window in the dusky shop
Let air and sunlight in;
The sunbeams danced upon the floor,
And brightened all within.

A box with handle, holding nails,
Beside him always stood;
To fasten on the shoes he made,
And keep them strong and good.

Then as he struck his anvil, hark!
What sounds the silence stirred;
Runs, grace-notes, slow and stately march,
In chorus grand, we heard.

We noticed, too, the hammer large,
With which his sturdy arm
Struck blows that sounded thru the shop,
Yet felt we no alarm.

Then from the red-hot iron, soon
The curving horseshoe came;
A symbol of good luck, 'tis said,
Well worthy of its name.

And now the time had come to go,
We might no longer stay,
But we will surely ne'er forget
What we have seen today.

So, Mr. Blacksmith, please accept
Our hearty thanks for all
The kindness you have shown us each,
During our pleasant call.

HARRIETTE ELIZABETH GUNN,
Chicago Kindergarten College.

A WEATHER SONG.

This is the way the world goes 'round,
Turning, turning ever;
Bringing the night and sunshine sweet,
Winter cold and summer heat;
This is the way the world goes 'round,
Turning, turning ever.

MAY VAN TYNE.

THE TREE AND THE SWEET PEA.

"Ah, ha!" said the tree,
"Do look at me!—
I'm dressed all in green and brown;
I'm sure in your life
You ne'er saw the like;
I know I'm the best in the town."

"My, my!" the pea said,
"Just turn your head,
And then you surely can see
That pink and white
Is a beautiful sight—
And you can't compare with me."

The tree so tall,
And the pea so small,
Thus argued the point that day.
They did not know
They could equally show,
But only in God's own way.

—Contributed.

THE SCHOOL OF PSYCHOLOGY HELD IN CHICAGO DURING APRIL, 1899.

PARTICIPATED IN BY FIVE LEADING PSYCHOLOGISTS OF AMERICA: HON.
WM. T. HARRIS, PROF. DENTON J. SNIDER, DR. JOHN DEWEY,
DR. G. STANLEY HALL, DR. HUGO MÜNSTERBERG.

THIS school was held under the direct auspices of the Chicago Kindergarten College, with Mrs. J. N. Crouse and Miss Elizabeth Harrison as organizers, and Prof. Denton J. Snider as director of the ten sessions. The Easter vacation week made it possible for many kindergarten training teachers and educators from a distance to attend, while the thinking men and women of Chicago from many fields were drawn to the two daily meetings, eager to profit by the fine program which was carried out to the letter.

As none of the able speakers presented written papers, we are only able to give careful abstracts of the lectures, which have been for the most part revised by the speakers themselves. The repartee of the discussions reached an intensity as well as spontaneity at times which only those who participated in the daily program can fully appreciate.

The entire group of speakers was present at each session during the stay in the city, and followed the platform utterances of their colleagues with interest and deep concern. The first address was on

THE EDUCATION OF THE HEART, DR. G. STANLEY HALL. (ABSTRACT.)

By the education of the heart, I mean the training of the feelings, instincts, sentiments, and everything in the soul that is not distinctively sense, intellect, or will. The new psychological movement began with experimental studies of the senses, proceeding to attention, association, memory, etc.; then topics connected with the will were investigated in all the laboratories; and now this deeper, darker realm, which is our theme this afternoon, seems to be everywhere in order, or at least is the next step.

The soul of man seems to be poised between two opposite poles of pleasure and pain. Too much of pleasure dulls all our powers; and excessive pain prevents their development. It is of the practical, not the theoretical side, of which I wish to speak today, and hence I will pass directly to applications of the ex-

cessive sentimentality which cannot endure the thought of blood or punishment; that sedulously refrains from any use of Dr. Spanker's tonic, is liable to cause a degeneration somewhat analogous to that which produces parasitism in the animal world. The nautilus has long been known as an extremely simple type of life, consisting chiefly of big belly underhook, by which it is attached to the fish whose blood it sucks. It has lately been discovered that this creature is simply a degenerate crab, which originally, and indeed even now, in its embryonic form, has legs, eyes, full digestive and reproductive apparatus and skeleton, all of which have been lost. An analogous process takes place in the souls of children that are too carefully protected from hardships; who are never allowed to fight, or to hear or read stories with bloodshed in them; who do not know how it feels at the painful end of the rod, and have not had some exposure to cold and hunger, and other hard conditions of life, under which savage developed into civilized man.

On the other hand, everybody needs pleasure, plenty of it; and in generous doses. There is a certain truth in the old epicurean philosophy, that pleasures of the senses and appetite are necessary to the full development of both body and soul. It is for children like sunshine for plants; without it nutritive processes are stunted, and they are dwarfed and undeveloped. Among children, particularly in the lower classes, and in large cities, this essential ingredient for their normal unfoldment is lacking; and while no laws can be laid down, it is essential for the teacher to do what she can to keep the life of each individual child rightly poised between these two extremes, so as to get all the benefit which pain, the great force that has made evolution in the world, and pleasure, which is the only thing worth living for, can give.

In a certain place come another group of instinctive feelings, which I would designate as the love-fear group. One includes all the attractive tendencies of interest and curiosity which incline the soul to study nature in all her aspects, and to be friendly to all her fellow-beings; and the other includes jealousy, envy, hate, and the repellent instincts generally. Aristotle said that education consisted in teaching people to fear aright. Now a child fears, perhaps, almost morbidly, the dark, so that it cannot go to bed without a light, or on the street alone at night. When a child fears animals, real or imaginary; strangers, wind, thunder, insects, and all the rest of the 250 phobias, its life is limited to a very small proportion; whereas in nature, as in religion, love casts out fear, and to substitute the former for the latter in all phases of nature is teaching the soul to fear aright.

Anger, and other of the negative emotions, which often leads to criminality, is very educatable, but hard to temper in mature years. I know a reform school in the east where boys whose

irascibility is so intense as to be really epileptic are at least in part cured by boxing; because, in this exercise the least flush of rage exposes the victim of it to a blow from his adversary as soon as he begins to lose his head. We ought to have an inventory of the loves and interests of children in things and subjects, and if we could only measure the intensity of these, we should have the material for a better examination than any reproduction of memorized subject-matter can ever give.

In the third place, the soul of young people ought to be poised to balance between the extremes of self-complacency and self-contempt, or between virtue and holiness on the one hand and of sin on the other. Perhaps our nerves, nowadays, are not tonic enough to respond to old dogmas like those of the Socratic conviction of ignorance, or the Pauline sense of sin; but the conscience should not be eliminated, but strengthened, developed, and refined.

I have no time to touch upon the score of other sentiments involved in my subject, but must add that rhythm, in the largest sense of that word, has the chief educational power over the emotions. On the one hand we see people who are unsteadied, lacking in all poise, or the repose which is, perhaps, the best mark of the lady or gentleman, because their rhythms are too rapid; and on the other hand, the lethargic, phlegmatic people, who never come to time. Rhythm, which in human history has always been the chief factor in war, love, religion; which is the mother of prose, poetry, and music; which gives the note to thought and sets the pace for all our psychic operations, has an educative power which Plato saw when he said that the songs of a nation were more important than its laws; that Neale understood when he argued that Christianity sang, marched, and danced its way in conquest over Europe in the early centuries, and which the modern school has yet to learn.

The discussion which followed this address was led by Dr. Harris, who said in substance, in his quiet and dignified way: "We begin with the heart and go out from the heart to the intellect and the will. Evolution begins with a consideration of rudimentary elements, while the higher life begins with renunciation." Mr. Münsterberg outlined Schopenhauer's philosophy, showing the inevitable tragedy of materialism. Among others who participated in the discussion were: Dr. Slocum, of Colorado; President Baker, of Colorado; Jenkin Lloyd Jones, of Chicago.

Dr. Hall closed the discussion by saying that he was disappointed that he had not provoked more criticism by his assertions. However, the Chicago press took up the matter and continued the discussion during the entire week with startling

headlines. The members of the board of education accepted the interpretations of the newspapers, to the extent that they refused to dismiss teachers to attend the remaining sessions of the school where such alleged barbarisms were upheld. It is to be regretted that the vast audience which attended the school by means of the city press did not have more adequate reports, but the most important mayoralty campaign that has ever occupied our press had a previous claim to its columns. Dr. Hall made the following general statements at the close of the first session:

The universe is a vast current of forces, too vast to have any logical character. God is neither all intellect nor all heart. We cannot judge soul from introspection of our own souls alone, for the human race is larger than any individual. Genetic psychology is the psychology of the future. We must carry the work of Darwin into the field of the human soul. Each child is a special problem.

The following is an abstract of the second address of the school on the subject:

HOW SYMBOLIC THINKING GROWS INTO LOGICAL THINKING, BY DR.
HARRIS.

There is no definite place where the symbolic stage leaves off and the logical or inventional age begins; the lines are not clearly drawn, but the symbolic age lasts usually up to the age of six, and the logical comes later. The kindergarten is adapted to the symbolic, or play period. Human life, nature, all is symbolic. Crystals express the internality of nature. According to Schelling all nature is a reflection of mind. Some one has expressed the thought in the lines, "Mind sleeps in the mineral, dreams in the vegetable, awakes in the animal."

Froebel studied nature very carefully, recognizing ever the correspondence between nature and the soul. He was especially attracted toward play because it is a kind of symbolism. It makes believe something is something else. Symbolism makes material objects stand for a spiritual thing. The constant use of a particular symbol tends to make it a conventional sign of the thing symbolized, and it then loses its symbolic use. Symbolism is simply a ladder leading to a higher power of thinking; to the discovering of the *chain of causation* back of each object. As the child follows the chain back, the object grows to mean more and more. A fact is a small matter in the infantile mind. The child's fact is a symbolic, rather than a real one.

Play has no chain of causality. Child has a wooden stick resembling a scythe. He makes believe to cut with it. His play reproduces without creating a product. The child becomes dissatisfied with crude product, and is pricked on to make his play-

things more causal. He wants a scythe with a metal blade, and later a still better one, till he has one which ceases to be symbolic in that it actually does the work. In play the child feels that he himself is causality. Play makes him become conscious of his essence. In play mud is dough, but the chain of causality departs. We cannot eat the mud pies, tho we may bake or burn them, but there is always some resemblance in play. In time the child demands an increase in resemblance. At first a stick serves him for a horse, but he gradually grows to want one more and more like the actual object, till he reaches from the hobby horse to the living one. As he introduces, however, more and more of the real, his play loses its educational value—there is less call upon the imagination. In play the child carries always two trains of thought: that which includes the thing as it is, and that which includes the thing as it is in imagination.

Analysis ideas of the relations of dependence, recognition of differences, all these are developed in play. A particular becomes universal by adding to it its past and present. The law of gravity expresses the relation of one to every other. Newton was the greatest kindergartner or educator. He discovered that everything in its relationships shows that each thing depends on something else. Play helps to understand what is necessary for the real object. Thus two trains of thought which are constantly related to each other are carried, and this *makes a road for the will*. The savage sees very few, the civilized man sees many possibilities of use. The stick won't mow, doesn't look like a scythe—even the tin blade fails to satisfy. This dialectic process ends at a coming *work*. All these steps involve new concepts as to the real causality. Child gives up symbolism and reliance on mental pictures as he learns to work. By use of the kindergarten the child will outgrow the need of it. We all teach nothing but symbols. The words I use, whether in speech or writing, are but symbols. Writing is a sign for a sign. Abroad my words are of no advantage, since the people know not what they symbolize. The three R's are all based on symbols. One fundamental point in all education is the investigation of symbols.

Professor Snider led the discussion by declaring that symbolism in its broadest sense signifies some external object seized upon by the mind to represent something internal; that there are always two things to symbolism: the thing symbolized and the thing symbolizing—form and meaning. He continued:

"We can put all symbols into one of three great classes—that of nature, art, and thought—all of which are distinct, all having fields of their own, all coming together. Nature symbolism is that which the kindergarten teaches. In the play of the child is meaning and form. He is not the horse, but imitates the horse. In the

games he re-creates the horse. When he reproduces it he possesses it. He continues to reproduce it more and more till he comes to think it accurately. Drawing gives him a new power over an object. The horse drawn is a symbol. When he has a sense-impression he must throw it out of himself, i. e., re-create it.

Art is a new process of symbolizing. The artist puts in a meaning of his own. If he paints a picture of a boat and a storm he puts in an internal meaning. This is a great advance on the simple nature symbol. The mind then throws away all external meaning and uses the sign of thought, the thought symbol. We have to learn these symbols; the sound of the voice, for instance; but art tells its meaning to *all*, savage nations or civilized. Then comes the school to teach the symbols of civilization, viz., those of sound or writing, which unite men together. In this is the difference between the kindergarten and the primary school. How are we to make the transition? How construct the bridge to unite the two?

Dr. Hall said that the play instinct had not been adequately accounted for. That there is danger connected with the excessive symbolic habit of mind. That many cases of insanity were simply symbolism run mad. There is great danger of excessive kindergarten symbolism. The theory that play anticipates future activities is a mistake. An important part of play is to express nothing at all with regard to the future, and is often a mere reverberation or reversal. Symbolic philosophy is all for the kindergarten and not at all for the child.

Miss Harrison said she would not differ one jot from what had been said of the tendency of many kindergartners to idolatry; but that it must be remembered that there are narrow-minded people in all professions, including that of the kindergarten.

PSYCHOLOGICAL METHODS, BY DR. HUGO MÜNSTERBERG.

Our public life stands today under the influence of the naturalistic spirit, which strives to analyze and to explain things, as opposed to the idealistic spirit, which tries to interpret and to appreciate things. In education and art, in religion and poetry, in law and politics, we expect such analysis from psychology. The public desire for psychology started from two convictions. It came, firstly, from the widespread feeling that the science of psychology had reached a new stage, in which it had given up all connections with the traditional old psychology, which was based on self-observation; and, secondly, from the belief that psychology reaches the ultimate reality of life.

Both presuppositions are wrong. The social philosopher who is suspicious with regard to those extravagant expectations is not so much interested to ask about the special results of psy-

chology as to inquire about the ways and methods of this new psychology, and to examine thus the character of the help we can hope for.

The three essential methods of today are: the experimental, the physiological, and the comparative, but all of these are ultimately dependent upon a fundamental method, which may be called the *Method of Objectification*. The experimental method, which has made its triumphant way thru the whole realm of psychical life, appears to the outsider to be in opposition to the method of self-observation; the public admires our public laboratory experiments, and shows contempt for the principle of self-observation. This contempt is based upon great misunderstanding. All our psychological laboratory investigations are merely studies in self-observation, and the whole difference is that the older psychologists analyzed their mental states under the natural conditions of daily life, while we experimenters introduce artificial conditions, by which we can vary the mental states according to the purposes of our investigation; but the principle of self-observation remains the central one, undisturbed by the artificial antithesis between an old and a new psychology.

The method of physiological psychology tries to study the relations of mental facts and bodily brain processes. These relations are important, from the point of view that merely physical facts allow a causal connection, as psychical facts do not, and that psychical facts can thus be indirectly linked as soon as they are understood as accompaniments of physical processes. But in this whole study psychology was always giving and physiology taking. We always knew endlessly more about the mental facts than about the brain processes, and while the understanding of these psychophysical relations is certainly important, it confuses the situation if we pretend that we learn from it anything new about the mental facts themselves, which we can only know from self observation and not from the microscopical studies or ganglion cells.

The comparative method, which has so far given more a program for work than real results, analyzes and explains the mental life of the normal adult man by comparing it with the mental life of children, of animals, and of abnormal minds. Every one of these three departments is promising, and in every one the observation under natural conditions must be supplemented by the study under experimental conditions; hypnotism, for instance, allowing us to introduce experiments into the study of abnormal disturbances. But here, also, everything enters finally into the service of self-observation, since we best understand the complicated system of our own mind by comparison with simpler or unbalanced mental systems. In short, there is nowhere a break between the older self-observational methods and those of the

modern psychology. All these methods are merely ramifications of the one central method of objectification.

All psychology describes and explains mental life. Description and explanation is possible for objects only. Our real, inner life is not at all a group of objects, but a system of subjective will attitudes; the other personalities in real life are not in question as objects which we perceive, but as subjects with which we agree or disagree. Subjects cannot be described and explained, but must be interpreted and appreciated; to make a psychological study of mental life possible, we must, therefore, first transform the subjective acts into objects, and this objectification is the fundamental method of all psychologists. In its service the real subject becomes replaced by the psychophysical organism and its functions. The psychologist who conceives the inner life as a group of contents of consciousness, that is, as objects, does not deal, therefore, with reality at all, but with a system of constructions worked out for special logical purposes. We have a right to consider every mental state from this objectifying psychological point of view, but we must never forget that this is not the standpoint of reality, since our practical life, with all its problems of education and art and ethics and religion, refers only to that real world in which the personalities are acknowledged as subjects, and not to the objective world, in which the personalities are conceived of as replaced by psychological organisms.

FROM FUNDAMENTAL TO ACCESSORY IN EDUCATION

was treated by Dr. Hall on Wednesday afternoon. As Dr. Harris truly said at the close of the lecture: "Dr. Hall can say more interesting things in one lecture than any other man living." The terms "fundamental" and "accessory" were not used in the customary sense—but with the technical meanings which have been given to them by certain experts in nervous diseases, who distinguish fundamental from accessory muscles as follows: the former comprise those which move the neck, spine; the latter include those fine muscles which control the finger joints, the face, organs of speech, and make the final and more accurate movements. The fundamental muscles are developed before or at birth, the accessory all the way from birth to adolescence, and are used in playing instruments, and such technical operations as writing, etc.

Dr. Hall spoke in part as follows:

Now my proposition today is, that education must follow this order, and never invert it, for if it does precocity results. Writing, for instance, if first by large movements from the shoulders in the air, as in German schools, and last with the fingers actually

making small letters, follows this order. A larger interpretation of it involves reconstruction of almost the entire school course. The old logical method of reading was first the letter, then the word, then the sentence, etc. In arithmetic, it was first numeration, then notation, then addition, subtraction, etc. In drawing it was first straight lines, geometrical curves, or the entire method being wrought out by childless monks, using the method of deductive logic.

The order which follows the rule from fundamental to accessory man is radically different. In reading, for instance, it begins with the word method, as a picture of an idea, and analyzes it in the letters, while it combines the words in the sentences. Some classical teachers insist that we must read ancient literary monuments like Plato and Dante in the original, and are horrified at the thought of epitomizing the drift in other terms; but this is the method that follows the above law.

Children have the right before they satisfy the law of school attendance to know, and to have felt the uplift of at least some simple form of the great world classics. I want to see story-telling a profession, for this was the method by which all learning was transmitted before books. Greek tragedy, Homer, Herodotus, Virgil, Thucydides, at least in part; Plato's myths, some things from Aristophanes; Dante, who represents almost the entire culture of a thousand years; the Nieblungen Lied, Boovolf, Don Quixote, and all the rest. These all need to be condensed in the most effective possible way, within the focus of the child's interest and attention, and told. There should be a law made against printing these forms, perhaps. As the child grows in intelligence, the longer, fuller forms of the stories of this ethnic bible, or school reader that is never read, could be used.

In the discussion which followed Dr. Hall's presentation, Mr. Münsterberg said with conviction, that any one of many theories might be based upon the same physiological facts, but that each man's conclusions depend entirely upon the ideals, not arguments, of the individual. Dr. Hall replied that the moral ideas of the world are based upon the constitution of the body as well as that of the soul. Mrs. Alice H. Putnam asked the significant question as to the extent of hypnotic influence which Dr. Hall would find permissible on the part of the teacher, as story-teller, for instance. Dr. Hall replied that the question evidently included a warning against the excessive dominance of one personality over another. He would feel that a healthy, benign personality, a normal and good soul, could only benefit the hearers. He also added that so far as he could see the chief difference between Dr. Harris and himself was that he believed more implicitly in Dar-

winian evolution than did the commissioner. The following is an abstract of the lecture by Dr. Wm. T. Harris, delivered on the evening of April 5, the subject being,

HOW IMITATION GROWS INTO ORIGINALITY AND FREEDOM.

The child outgrows his feeble state of mind wherein he takes the dead result for the true reality, and gradually acquires the ability to think the forces and powers, the causal energies which bring things into existence and transform them into others.

Imitation has the same course of development as the symbolic state of thought which, as we have shown, passes over into thinking by definitions. At first imitation copies the merest external appearances, but it gradually gets possession of the motives and purposes of the action, and finally the imitator may arrive at the fundamental principle which originates the action. Then the imitator finds no longer his guide and rule in an external model. He finds the rule for his action in his own mind, and becomes original.

The child imitates an external object. It may be another person, or it may be an animal or a thing. A boy can impersonate a steam engine, or a bear, or his elder brother; a soldier or a laborer. His imitation is, as we have said, an act of assimilation; an act of making for himself that which he sees made by another, and thereby proving his own causative power. By this act of imitation he therefore grows toward the feeling of responsibility. The act as performed by another is none of his. The act as imitated by himself is his own, and he is responsible for it. Imitation is, therefore, an act of the will just as symbolism or thinking by definitions is an act of the intellect. But the first beginnings of imitation deal with the merest externalities, or the action imitated. It is the dialectic of imitation to leave these externals and strive toward a more and more internal relation of that which it imitates. The child seizes, step after step, the elements of causation. It seizes the motives and purposes of the action, and it sees the logical necessity of these purposes and motives. It connects them more and more with its own fundamental principle of action. At last, when it performs the imitated act as an expression of its own purposes and convictions, imitation has become originality.

These considerations furnish us hints for interpreting and guiding imitation as an educative means. Mere pantomime and songs which describe external actions delight the child in his symbolic stage of culture, but he rapidly grows out of this stage and requires scope for the exercise of his freedom. He wishes to make variations of his own from the action imitated. He continually becomes less mechanical and more spontaneous. The teacher makes a mistake if she holds back a pupil upon the field of mere mechanical imitation when he has begun to interest

himself in the motives and purposes of the action. Such restraint holds back growing freedom and individuality, and tries to stifle it. Doubtless this act of stifling is very prevalent in primary schools and kindergartens under the control of teachers or kindergartners who have not been led to appreciate the importance of original action.

Even what is called invention in the kindergarten, namely, the making of forms of beauty or constructing with blocks architectural forms, is often a kind of restraint upon children who are passing out of the symbolic stage of mind, for they desire to make real objects and not make feeble imitations of them. The child who wishes a real cutting scythe is arrested in his development if he is made to play at mowing with only a crooked stick.

The child should not be hastened unduly in his progress out of symbolism. As long as he has interest and a real delight in the symbol he should be indulged in its employment. So, too, with regard to imitation. The judicious teacher will not seek to deepen the child's insight into motives and purposes, and arouse a too early feeling of responsibility in his mind. The pressure of the society in which the child lives, a society mostly of grown persons possessed of a deep feeling of responsibility, will hasten the child's development into a view of moral purposes quite soon enough. But of course there may be exceptions in this case.

RELATION OF MIND TO BRAIN, BY HUGO MÜNSTERBERG.

Psychology is a descriptive and explaining science, and deals only with mental facts, and has nothing to do with the reality of things as objects. The psychological facts, as the psychologist must describe and explain them, are not themselves reality, but transformation of reality in the service of special logical purposes. Whoever undertakes this fundamental philosophical fact knows that the conflict between psychology and ethics is impossible, as ethics refers to the reality of things after these have reached the untransformed shape. This view of the two standpoints makes thus the practical life, with its ethical and educational efforts free from any possible interference by psychological construction; but it makes the causal psychological system at the same time free from practical fears and forebodings. It is not thus psychological heresy, but just in the interest of a consistent psychological theory.

Such a theory demands that every psychological fact is conceived as the accompaniment of a psychological brain process, and this demand is not based simply on special observations or on the known facts of psychology, pathology, biology, but it is based on the philosophical postulate of causal explanation. We cannot know causally the psychical facts if we do not conceive them as psychological, and moreover we cannot even describe them if we do not refer in our description to the physical world. A physical fact as such is strictly indescribable, and every description in-

cludes by the communication a reference to the physical world. If the question were empirical only, the study of mind and brain would merely be an appendix to psychology.

The chief objection to such a consistent view is that the physical facts cannot explain the wisdom of our words and deeds; we need an intellect behind it which controls the physical processes. But the modern biology sees in this wisdom of the psychological acts just the key for the naturalistic understanding. All our organic functions are wise; those of lungs and brain and heart not less than those of the brain, and yet the biologist would disclaim the hypothesis of a soul as helpful for the explanation for the vegetative functions. Biology takes there the point of view of phylogenetic development, and must thus try to understand also the brain functions by the organic laws which brought the evolution from the reaction movements of the infusorous up to the highest mammals, and finally to the man with his division of labor and his tools. Such a biological view considered as an estimate philosophy is most absurd materialism which philosophy has rejected long since, but which when understood as a special aspect of a causally connected system is the highest point of natural science, as it shows the totality of our civilization as the necessary outcome of the same laws which controlled evolution.

Our systems of physiological psychology are useless unless we start with the conviction that every physical process has a parallel movement in the brain. We do not arrive at conclusions unless we presuppose philosophical convictions and postulates. There is no psychic effect which has not also its physical complement, and there is no description of a psychic effect possible except in terms of the physical world. Psychic effects may be described, but not communicated. My mind is my castle, and there is not the slightest possibility that any other may conceive what goes on in this mental realm. The psychic view of any object is individual property. All mental life is *characterized* by wisdom. The brain as a physical organism is far too simple to correspond to the manifold psychic effects and feelings of human life. When civilization began the principle of biology ceased to prevail, and the new traits of mankind developed along the lines of a division of labor and the making of tools. These social developments, including all institutions and instrumentalities, man has produced out of his own body or organism, as directly as the snail has made his house. We do not need a development of fists now that we have cannon; we do not need a further elaboration of the eye, since we have the microscope; nor of the memory, since we have vast libraries; nor of the imagination, since we have newspapers. [Laughter.] Biology has no other ability than to explain the organisms useful to man. The seat of truth is not like that of the ore, deeply buried and stored up in the mine, to be delved for as the miner digs for gold. Rather it is like the sculp-

tor who takes the shapeless clay and creates out of this reality of substance the substance of ideality.

Dr. G. Stanley Hall presented his criticisms of the kindergarten, and "Froebel as he is practiced," on Thursday evening. A large audience awaited his suggestions for substituting such improvements as might be expected to come from his deliberations of several years. We give in outline his statements, many of which are already familiar to our readers. The subject as announced was:

NEEDED MODIFICATIONS IN THE THEORY AND PRACTICE OF THE
KINDERGARTEN.

I am a very careful student of the kindergarten, and have read, I think, everything of Froebel, and cannot be accused of not having made an effort to comprehend him; moreover, I insist on being accounted his disciple, and believe my orthodoxy is the doxy, and that we should have a crusade to rescue him from his friends. The kindergartners, I know, are the most womanly, motherly, and lovable of all teachers, and it is greatly to the credit of the Kindergarten College that, I understand, has trained five thousand mothers, that they invite a critic, as I am known to be.

Froebel's nine great ideas are, as I read him, that the child repeats the history of the race, which he was about the first to see; that the feeling instincts are the germs of both intellect and will; that self-activity and spontaneity and play are creative and reflecting; that the higher monistic Christian pantheism which he represents is the true philosophy of education; that children are originally sound, wholly and congenitally sinful; that they should be allowed at each stage what that stage calls for; that harmony and love are the rule; that we must live for the children, and that there is nothing else worth living for; that health, outdoor life close to nature and earth are the rule.

His gifts and occupations failed to express his great system, and are no less adequate as either a grammar of play, or an alphabet of industries.

His system of thought, perhaps is, if it could be ordered and systematized, the very best in the world for young women, and most of his disciples have been women, and, unfortunately, not mothers. His idolatry is not without certain analogies with that which celibate monks have created by idealizing the Virgin Mary. This is to his credit, for he has enlarged womanhood and motherhood, and it pays back the debt by magnifying him. Kindergartners today are more interested in his teachings than they are in educational principles generally. They tend a little too much to be an isolated sect, which strives to think Froebel's thoughts after him.

The mother plays, which represent the weaker side of Froebel sentimentalism, are made the acme of his philosophic insight, somewhat as one school of Positivists magnify the later dreameries of his politique, instead of the sounder part of his positive philosophy. The exaltation is fervid to cling close to the gifts and occupations as he left them, and to actually worship his illustrations, as prisoners have sometimes worshiped and decorated their fetters. The kindergarten neglects all of the fundamental principles of modern school hygiene. Test the carbon dioxide in the air of the room; the proportion of window surface to floor; the separate soap, towel, and other means of precaution against contagion; care of eyes, nose, teeth; interest in what and when lunch is served; signs of nervousness and fatigue, and you will find that in these respects the kindergarten has sacrificed the practical to the theoretical functions. Froebel wanted all children to be out of doors, have a flower bed, come in contact with mother earth. His children were peasants. Our conditions of life make this difficult, and so we tend to make it a hothouse and pick open buds, and to neglect nature for the manufacture of results. Unfortunately, often lacking official support the kindergarten lacks official inspection; and instead of being a place of health, or even seeking large rooms under the roof, with air and space and light, and courses of preparation that include nursing, studies of nutrition, a little medical training in emergency work, the theoretic function here again has overshadowed the practical.

Again, the gifts and occupations have an enormous overemphasis, and about them has been spun a cobweb of metaphysical and symbolic thinking of imagined inner connections, etc.

Such things as pegboards, tops, beanbags, kites, dolls, jackstraws, hoops, catching and throwing games, sorting, spool, chalk, wire-bending, and the whole toy world, which ought to be open to, and children exposed to the best of it, are shut out, by teachers who actually know more of the meager material they teach than the children themselves. Teachers of primary grades say that kindergarten children are wooden in their drawing; that they lack attention and concentration, and particularly have used the hands so much that vocal expression is often defective.

Again, children naturally begin with interest in animal life; broaden from that to plant life, and reach intelligent interest in inanimate nature last of all. The gifts, however, diametrically oppose the strong animistic instinct, and the principles of identity and contrast of analyses and synthesis in symmetric repetition, and fine, exact work, and other illustrations of the local versus the genetic principles, are everywhere found.

We need a well-chosen committee of ten or more to examine the toy world, the world of games, of plants, of animals; to select natural objects and reincarnate Froebel's ideas. They are vital

enough to mold and experience a complete paleogenesis. For that which is most worshiped in Froebel is common to Comenius' "School of Infancy," and all his principles should be taught in a more comparative and historic way. I have only hinted at a few of what I believe to be the many defects of the kindergarten system. It has, however, at its core, perhaps, the best of all educational ideas, and shall we not all join in reinterpreting them, and fit it anew to the real nature and needs of the child?

DISCUSSION OF DR. HALL'S CRITICISMS

followed, from which we cull the points calculated to enlighten the misled or benighted, whether kindergartner or university president.

Mr. Denton J. Snider, agreeing with the substance of the address, said: "Froebel had no power to articulate his thought, and philosophy is always well articulated. We should not call him a philosopher. His practical ideas, including gifts and occupations, have been vindicated by experience. Freedom from isolation is necessary to the further growth of the kindergarten movement."

Mrs. Putnam said we have not had enough of accessory material in the kindergarten. That she had dropped out the perforating and felt that the gifts must be supplemented with natural materials. She recommended as a kindergarten creed the following:

A life whose ideal value has been perfectly established in experience never aims to serve as a model in its form, but only in its essence, its spirit. . . . Jesus himself, therefore, in his life and in his teachings, constantly opposed the imitation of external perfection. Only spiritual, striving, living perfection is to be held fast as an ideal; its external manifestation on the other hand—its form, should not be limited.

Miss Elizabeth Harrison said in substance:

Is it the form or the content of literature we most earnestly seek? Froebel has flashes of rare insight amidst confused phraseology. But Carlyle, another great thinker who has so influenced modern thought, was not other than involved. For clear statements of his thoughts see the "Froebel Year Book."

As for the gifts these illustrate evolution in inorganic world. The fundamental elements of all mechanical structures by man are contained in them. What is the psychological, what the educational value of toys? Toys are small, miniature bridges by which the child passes over into adult life. Toys are great instrumentalities, but they have immense limitations. The geomet-

rical material of the gifts can be transformed into any form desired. Wherein does the toy, whose thought is put into it by the manufacturer, excel this elementary material wherein the child can express his own thought? Kindergartners have been accustomed to criticism rather than to praise, alike from the artist, musician, religionist, hygienist, educator. As for kindergartners not being mothers, we are in receipt constantly of letters from mothers longing to obtain light from the kindergarten.

Dr. Harris said: "There are many points about Froebel that fill me with content. There are two dangers I would point out: 1st, That of turning the kindergarten into a sub-primary school; a sort of puny, insignificant primary. 2nd, There is an infinite amount of soft sentimentality about the kindergarten. These two constitute its Scylla and Charybdis. On the other hand it is equally dangerous for kindergartners, as many do, to be always trying the latest thing."

"Play and Imagination in Relation to Early Education" was the all-important subject presented by Dr. John Dewey. Owing to the unavoidable extent of this report we have found it advisable to defer bringing the abstract of Dr. Dewey's important paper, and the valuable discussion which followed it, until the next issue. For the same reason, and in order to do justice to the subject, the address of Prof. Denton J. Snider will appear in the June issue.

DR. HARRIS CLOSED THE SCHOOL

with a clear and practical address on "How to Educate the Feelings and the Emotions thru the Intellect and the Will." Among the platform guests were: Dr. Hall, Professor Snider, Dr. John Dewey, Professor Angell, Miss Harrison, Mr. O. T. Bright, Miss Josephine Locke, and Mrs. Ella Young.

Dr. Harris reviewed the points made by previous speakers, which touched upon certain kindergarten methods in substance as follows, and proceeded to his subject:

Child study and physiological psychology have their place, but should be reënforced by rational psychology. The pathology of education includes knowing arrested development. We used to think mathematics the great end and object of the primary school; four-fifths of the child's energy was crowded into the service of this study, and certain arrest of his powers followed. There has been much arrested development in the kindergarten. Some say, throw away the Froebel system of drawing; but I should keep it, but vary it, and introduce it at longer intervals—

once or twice a month. Symmetry should be suppressed to its proper place, and so the mathematical work should be proportioned and made over-prominent. Do not throw away the finer work entirely, but watch that it is not overdone. Child study has a permanent place in education, because it helps the teacher watch the child's physical condition; but a balance of faculties and powers is equally important.

The feeling side is the wholeness of the human being; it is the middle point, and develops in two directions—toward the will and the intellect. The great question of education is how to cultivate the feelings so as to regenerate the heart, which includes both intellect and will.

Since perception builds toward the intellect, emotion and passion build the will and lead to action. The activity of the heart is to utter and express itself as it is now in the present. This expression may be influenced by mistaken doctrine, or mistaken education. The heart can only be changed by changing the child's world-view. This can be done, not by foolish preaching and moralizing, but by keeping the thoughts exercised in the larger world-view. The habit of the individual must change with the world-view, or the latter is only a theory and will not affect the life, or turn a bad into a good heart. Whatever discipline is necessary to changing the behavior to fit the higher world-view is justifiable.

Dr. Harris gave many practical illustrations of this process, and indicated that both teachers and parents should manifest their philosophy or theory of life in every act, if they are to bring regeneration to the hearts of children or students.

Professor Angell opened the discussion by saying that the heart has as much to do with the moral life of the individual as the liver or the stomach, and no more. That we deal in superstition when we locate the seat of moral life in the heart. He would prefer using the term "sentiments" for all those emotions and feelings which we distinguish from the intellectual.

Dr. Dewey was welcomed to the discussion by the audience, and said in part:

It is rather absurd for me to try to add anything to what Dr. Harris has said on this subject. It is always a privilege to find oneself in such full agreement as I do with every statement made by the Doctor here this morning, for no one today is more likely to be on the right track than he is. The feelings and sentiments are the most sacred and mysterious part of the individual, and should always be approached and influenced indirectly.

An animated discussion followed on the general subject of

punishments and discipline, and Dr. Harris closed the hour with the earnest statement:

You must show, in all you teach, the relation of the individual to the social whole. This alone can give the true insight and true world-view which regenerates the heart.

WHENCE AND WHY.

ADELE FERGUSON KNIGHT.

SOMETIMES, as we play together, my little son will say,
 "Now tell me the story over, how I came here one May;

"What land did I come from, Mother?" "Across the deep
 blue sea,

From the land of Dreamless Slumber you sailed away to me,

"In a ship just made of love, dear, with great, wide-floating sails,
 All gleaming in the sunshine from topmast to the rails."

"But who steered the great ship, Mother?" "The Pilot, wise and
 true,

Who steers all ships, my darling, brought us our treasure—you."

"Then what did I come for, Mother?" "A roguish little elf,
 You came to fill our hearts with joy, to be your own dear self."

UP AND DOWN THE FIELDS.

MRS. M. F. BUTTS.

UP and down the fields are little caps a-bobbing,
 Little yellow caps with frills as white as snow;
 And the pretty dears that wear them they crowd close
 together,
 Or they stand like little mates all in a smiling row.

Up and down the fields are little heads a-bobbing,
 And they wear a crimson plume, or a spotless white feather;
 They are the good earth's children dressed for a happy outing,
 And they bow in grateful gladness for the joyous summer
 weather.

MOTHER-PLAY BOOK STUDY QUESTIONS.*

FOURTH SERIES. VIII.

SUSAN E. BLOW.

Lesson of the Hide and Seek.

(See Froebel "Mottoes and Commentaries;" also "Songs and Music.")

[EDITOR'S NOTE—Miss Susan Blow's new book is called "Letters to a Mother." This book discusses in an untechnical but direct way the questions which have made up this study series. Mothers and teachers who have repeatedly written for additional help in their study of this course will find their help in "Letters to a Mother." Price \$1.50. Sent by return mail by addressing Kindergarten Literature Company.]

WHERE are you, my baby?
You've left me alone;
Who'll tell me, who'll tell me
Where baby is gone?

I've missed him so long;
He's far, far away,
I'll thank anyone
Who will bring him to stay.

Why, here in my arms
My dear baby lies!
We often look far
For what's under our eyes.

A. R. Eliot.

2596. How does Froebel explain the child's pleasure in Hide and Seek? (See "Mottoes and Commentaries," p. 305.)

2597. Explain the following lines in the poetic rendering of this motto:

He triumphs not only because he is found,
But because he is *finding himself*.

2598. Please restate the distinction between true and false literature for children, given in "Mottoes and Commentaries," pp. 21-24.

2599. Retrace the evolution of the ideal of recognition, given in "Mottoes and Commentaries," pp. 281-287.

2600. Restate and expand the description of the Teutonic

* Began in issue of KINDERGARTEN MAGAZINE, September, 1895, Vol. VIII. Back series can be furnished to a limited number of applicants only. Correspond for rates.

peoples, given in "Psychologic Foundations of Education," pp. 280-281.

2601. Relate any experiences with little children, and any reminiscences of your own childhood which you would explain by the craving for recognition.

2602. Explain, as clearly as you can, what is the untimate source of the longing for recognition.

2603. In what doctrine of the Christian Church is the eternal significance of recognition declared?

2604. In what doctrine is the divine recognition of the infinite worth of each human soul revealed?

2605. In the light of this doctrine, what do you think of the present tendency to proclaim a doctrine of *conditional* immortality?

2606. With what new dangers does Froebel say the child is confronted when he begins to love hiding games?

2607. How may these dangers be avoided?

2608. What memories of Froebel's own childhood seem to stir in this game?

2609. Will you read and restate Dr. Hall's article on children's lies?

2610. What practical help do you get from this paper?

2611. How would you try to break up the habit of telling falsehoods?

2612. Would it be necessary in each particular case to understand the motive which prompted the falsehood?

2613. What, in your judgment, are the most common motives which lead to falsehood in young children?

2614. Should you think all, or any of these motives would strongly influence a child whose relationship to his mother was what it ought to be?

2615. Is strengthening the trust and love of the child the best method of preventing the temptation to falsehood?

2616. What does it tell us of the relationship between mother and child when the child lies from fear?

2617. What light is thrown upon this relationship by a lie springing from vanity?

2618. What must we infer from falsehoods told to hide impure deeds?

2619. Where does Dante place liars in the "Inferno"?

2620. What do you learn from the position of the circle of falsehood in its relation to other circles?

2621. What does Froebel say of the germ of danger in the Hiding Game ("Mottoes and Commentaries," pp. 256-257).

2622. How may these dangers be avoided?

2623. In what other songs of the Mother Play has Froebel shown that spiritual union may be measured by physical separation?

2624. Wherein does the play of Hide and Seek show an advance upon its predecessors?

2625. What does Froebel mean by the statement that the goal of life is unity, and that the yearning for estrangement merely points to the path by which unity may be attained.

2626. What can you say of the impulsion of this ideal as affecting the organization of the kindergarten gifts.

WHAT DOES THE BEE DO?

WHAT does the bee do?
 Bring home honey.
 And what does father do?
 Bring home money.
 And what does mother do?
 Lay out money.
 And what does baby do?
 Eat up the honey.

—Christini Rossetti.

THE MOON-GARDEN.

THE fairies planted a garden
 Around the moon last night,
 And built a wall about it,
 A wall of clouds and light.
 But some mischievous spirit
 Came in and let down the bars;
 And soon the whole of the garden
 Was crowded with beautiful stars.

—Adolph Roeder.

BOOKS—REVIEWS—RECENT ARTICLES.

"**Letters to a Mother on the Philosophy of Froebel**," by Susan E. Blow, is ready for the waiting hands of kindergartners and parents. This volume was promised three years ago in the preface to "Symbolic Education" by the generous philosopher-kindergartner, who modestly says in her foreword to the new volume: "All kindergartners who love and appreciate the Mother-Play will realize that it needs more extended comment than that plan ["Symbolic Education"] provided for, and will, I hope, accept this book as an attempt to show how each motto, song, and commentary should be studied."

As the title indicates, the chapters in this volume are actual letters written by the author to a friend mother. The critics notwithstanding, mothers and fathers are willingly receiving help from "maiden-lady kindergartners," and every active worker in this field, whether married or unmarried, is beset with questions and crowded into opening an information bureau of correspondence, at her own expense, by the "inquiring parent." Miss Blow answers many of these earnest questionings in the new book, and at the same time gives the mothers of Robert and James, Mary, Edith, and Herold, a basis for her ideals and longings. The Godson Herold is the *raison d'être* of a deliberate restatement of many of the more familiar Froebel tenets. This mother, like Pestalozzi's Gertrude, typifies a certain intelligent parenthood, which is a nineteenth century development and greatly to be honored. On page 262 we read:

"Were I writing to anyone but you I should expect an answering letter which would remind me that thoughts such as these are for grown people and not for little children. To such a letter I should in turn reply that the Mother-Play is a mother's, or, better still, a parent's book. That it is also a child's book, and the sweetest of all books for children, I devoutly believe; and, as I have said again and again, its chief merit is that it finds in typical concrete experiences points of contact for the evolution of ideals in the young child, in his older brothers and sisters, in his father and mother."

The kindergartner and the training teacher will find many such practical items of method as illustrated on page 150:

"Another message for Helen! One of the greatest needs of the kindergartner is a well-balanced division of time. Many questions will have to be settled before it can be made. What amount of time should be given to general opening exercises, to stories, to talks? How long may little children be expected to concentrate their attention on productive exercises? How long may they safely use their eyes for sewing, weaving, folding? How long is it well to stand on the circle? How long may they sing without strain to their voices? What is the relative value of the different kindergarten exercises? How many times during the morning do the children need entire relaxation? These are only a few of the problems which suggest themselves for careful consideration. Upon success in solving them will depend in great measure the educational outcome of the child's experience in the kindergarten."

The editor acknowledges an early copy of "Letters to a Mother," from the author, having had the great pleasure of reading in MSS. some of the chapters when first planned. After reading it with the fresh interest always given to a book that has been awaited long, it was forwarded to the mother whose first child is a year and three months old, and who herself knows nothing of the kindergarten. She expressed her gratitude for the volume by saying with enthusiasm: "I have learned more from 'Letters to a Mother,' and tried to put into practice more from reading the first chapter, than from all the sermons I have ever heard." (Regular price \$1.50; to our readers \$1.20.)

After the deluge of nature stories in our elementary schools—what? The editor of the KINDERGARTEN MAGAZINE has examined some two hundred

manuscripts during the last few months which confine themselves entirely to nature mythology, animistic parables, and science sketches. Owing to this great tendency we have invited our readers to enter a competition for the writing of giant and animal stories, as well as humorous stories, hoping to turn the tide in a little different direction. Certain children's books are become tedious because of their limited range in this particular. We hope our readers will enjoy the *NORMAL TRAINING EXCHANGE* which will appear in the June *KINDERGARTEN MAGAZINE*, which makes an attempt to revive the animal story, the fun and frolic and humor which are not only common to, but bubbling up out of child life.

HAVE you—a woman, a mother, a kindergartner—read “Women and Economics,” by Charlotte Perkins Stetson? It is a study of the economic relation between men and women as a factor in social evolution. This volume throws light on the whole business of education, and is worth its place in every home and in every teacher's library because it stands for higher ideals in family life and fuller opportunities for childhood. Price \$1.50.

THE “Birds and I” is a leaflet sent free on application to the Bureau of Nature Study, Cornell University, Ithaca, N. Y. This bureau has sent a letter to the school children of America, making many happy suggestions for how to entertain birds by providing homes for them. The leaflet gives pictures of various kinds of birdhouses, one of the designs being as simple as an empty fruit can.

“Insect Life,” by John Henry Comstock, is a new contribution to Nature-study and a guide for teachers and students of out-of-door life. It is a handsome volume, with many original illustrations engraved by Anna Botsford Comstock, also of Cornell, and a member of the Society of American Wood Engravers.

“Songs of Treetop and Meadow,” by Lida B. McMurray and Agnes Spofford Cook, is announced by the Public School Publishing Company. It is a collection of children's poems, and is the result of years of selecting and testing on the part of these practical teachers.

THE June issue of the *KINDERGARTEN MAGAZINE* will be a special parents' number, containing among other matters the following: A valuable collection of humorous stories, songs, and plays contributed in response to the editor's call by many well-known kindergartners.

MR. THOMAS DAVIDSON's volume on “Rousseau and Education According to Nature,” which appeared during the last year, is the latest and most discriminating word on the character and work of the creator of “Emile.” (Scribner & Sons.)

BIRD-LORE for April contains a letter from Governor Roosevelt urging the importance of protecting our birds, which shows the writer to be a genuine bird-lover and thoroughly conversant with his subject.

MR. HORACE FLETCHER's “That Last Waif” will not appear in paper covers as hoped. There is only one edition in the market, the cloth cover, at \$1.50 each.

THE *Journal of Education* for April 6 is a bird number, full of delightful and suggestive matter, with a halftone picture of John J. Audubon.

“Who are Responsible for the Education of a Child,” by L. Seeley, professor of pedagogy, appeared in *Normal Instructor* for April.

“Wild Neighbors” is a fresh contribution to outdoor studies by Ernest Ingersoll, with good illustrations. Price \$1.50.

CURRENT EVENTS, ITEMS OF CONSEQUENCE AND INTEREST TO KINDERGARTEN DEVOTEES

GATHERED THRU THE CORRESPONDENCE AND OBSERVATION OF
THE EDITORIAL STAFF.

Preparation for May Day.—The following outline for kindergarten work during the week previous to May Day comes from Miss Nina C. Vandewalker, of Milwaukee, having been sent out in printed form to the city kindergartners:

MONDAY. Circle Talk. The sun, wind, and rain have been waking up the flowers as well as the trees. People sometimes have a flower day just as they have a Valentine day. They call this May Day. Contrast April and May, and have children name flowers that have waked up.

Songs and Games. "Lovely May." (Hubbard.) May Day song. (Kg. Mag., Vol. VII., p. 700.) "Finger Play of the Flowers." (Kg. Mag., Vol. VI., p. 798.)

First Table Period. A and B. Making calendar for the five months of the year, emphasizing the month of flowers. C and D. First gift exercise, balls representing flowers.

Second Table Period. Cutting umbrellas. C and D. Making umbrella from half circle, or with sticks and half rings.

TUESDAY. Circle Talk. "A Spring Tide Fairy Tale." (Kg. Mag., Vol. VII., p. 695.)


First Table Period. Painting some typical flower obtainable.

Second Table Period. A and B. Circular paper-folding to represent floral form on basis of three. C and D. Sewing a flower on basis of three.

WEDNESDAY. Circle Talk. The flowers that will come in May—dandelions, violets, buttercups, cowslips, May flowers, or others obtainable. Story of the May flower. (Kg. Mag., Vol. III., p. 425.)

First Table Period. Flower beds of different shapes, made with pebbles or seeds, using lentils for the different flowers.

Second Table Period. A and B. Sewing floral form on basis of five. C and D. Painting same.

THURSDAY. Circle Talk. Some May Day customs. Hanging May baskets  at friends' doors the evening before Day Day. How they look and what is in them.

First Table Period. Making May baskets.

Second Table Period. Making decorations for the room and Maypole.

FRIDAY. Circle Talk. Other May Day customs. Going to the woods very early and gathering flowers for bouquets to be placed at the doors or under the windows of friends. Getting a large pole called a Maypole, winding it with flowers or ribbons, and dancing or playing games around it.

Table Work. Finishing the May baskets and decorations, and arranging and decorating the Maypole.

MAY DAY CELEBRATION. Circle Talk. The story of other May Day customs. Sometimes a May garland was made by winding flowers about a small hoop, or two hoops crossed at right angles. These the "Mayers" would carry from house to house, covering them with their handkerchiefs or aprons on the way. When they reached a house they would knock, and when the people came to the door they would sing:

"Good morning, Missus and Master,
We wish you a happy day;
Please to smell my garland,
Because it's the first of May."

Then the people would give them some money and they would go to another house. Sometimes they sang it this way:

"Gentlemen and ladies,
We wish you a happy May;
We've come to show our garlands,
Because it is May Day."

With a garland prepared beforehand, this exercise may be dramatized, some of the children being the "Mayers" and some being the owners of the houses. The hanging of May baskets may be similarly dramatized.

Table Work. On small hoops previously prepared, let children wind strips of different colored crepe paper, to represent the May garland.

The time usually given to the second table period will be given to the playing of May Day games. Among these will be the winding of the Maypole, which will be the closing feature. Others will be a "tug of war" between the forces of the Queen of Winter and the Queen of May, a child being appropriately dressed to represent each. The story of Spring conquering Winter on May Day should accompany it. The May baskets should be distributed at the close of the exercises. The two games mentioned in the following poem, "Duck Under the Water," and Cucking the Ball" may also be played as follows:

In the first, the children form in a double row, each couple taking hold of hands. A little in advance of the head of the column stand two children, holding the May garland, under which the successive couples are to "duck." At a signal, the children holding the garland raise it as high as they can, making an arch or bridge, and as they do this the first couple runs underneath it, which must be done before the garland is lowered. The succeeding couples in the line do the same.

The second game is also played with the May garland. For this the children form in a line or stand in the circle. One child, or perhaps two, hold the May garland at a convenient height, and each child in succession tries to throw the ball so that it will drop through the garland. This may be done in several other ways, the garland being suspended from the gas jet or from ribbons extending to convenient parts of the room.

The following poem, by Clare, the Peasant Poet of Northampton, found in Byer's "British Popular Customs," p. 255, tells in a way that even children can easily be made to understand, the order of procedure on a May Day. It has been slightly changed to adapt it to children's comprehension, and the last two stanzas, descriptive of the evening's dancing, have been omitted:

How beautiful May and its morning comes in;
The song of the maidens, you hear them begin
To sing the old ballads while cowslips they pull,
While the dew of the morning fills many cups full.

The closes are spangled with cowslips like gold;
Girls cram in their aprons what baskets can't hold,
And still gather on to the heat of the day,
Till force often throws the last handful away.

Then beneath an old hawthorn they sit, one and all,
And make the May garland, and round "cuck" the ball
Of cowslips and blossoms so showy and sweet,
And laugh when they think of the people they'll meet.

Then to finish the garland they trudge away home,
And beg from each garden the flowers then in bloom;
Then beneath the old elders, beside the old wall,
They set out to make it, maid, misses and all.

Then they take round the garland to show at each door,
With 'kerchief to hide the fine flowers covered o'er
At cottages also, when willing to pay
The maidens their much-admired garlands display.

Then "duck under water" adown the long road
They run with their dresses all flying abroad;
And ribbons, all colors, how sweet they appear;
May seems to begin the life of the year.

Then the garland on ropes is hung high over all,
 One end to a tree, and one hooked to a wall;
 When they "cuck" the ball over till day is near done,
 And then tea and cakes, and the dancing comes on.

From Lexington, Ky.—In the matter of public kindergartens, Lexington, Ky., probably leads all other cities of its size in the Union. Many cities of a quarter of a million inhabitants are, in this respect, far behind the capital of the Blue Grass, whose people number about one-tenth as many. There are five public kindergartens in Lexington, one in connection with each of the five public schools. They are: Dudley Kindergarten, Miss Adams, principal; Miss Netta Faris, assistant principal. Davidson Kindergarten, Mrs. Scrugham, principal; Miss Corinne Wilson, assistant principal. Harrison Kindergarten, Miss Wilson, principal, Miss Curry Breckinridge, assistant principal. Morton Kindergarten, Miss Walby, principal; Miss Tommie Webb, assistant principal. Johnson Kindergarten, Miss Kennedy, principal; Miss Lizzie Trapp, assistant principal. The supervisor of the kindergartens is Miss Laura Charles, who also conducts the training class. The majority of the primary and other grade teachers testify to the benefit the kindergarten has been to them in giving them better equipped children for school work; that they are much in advance of children who come to them who have not had the advantage of kindergarten training. Superintendent Clay has visited other cities, investigated their schools, and put many of their plans into practice. He has read, thought, and worked out improvements till Lexington's schools can boast of many of the most modern methods.

Mrs. Lucretia Willard Treat visited Lexington in March, and spoke to a large audience at the Woman's Club of Central Kentucky on "Training of the Senses." The kindergartners of the city are taking steps toward forming a branch of the International Kindergarten Union in order to bring many interested into closer touch with their work.

Chicago Votes on the Kindergarten.—At the municipal election held in Chicago April 4, 1899, the following proposition appeared at the head of the ticket:

Proposed establishment, in connection with the public schools of Chicago, of Kindergartens for the instruction of children between the ages of 4 and 6 years. YES. NO.

The vote when counted showed 87,972 *yes*, and 15,878 *no*. On the afternoon of April 6 a public reception was given by Mrs. Isabelle O'Keefe, the member of the board of education and chairman of the committee on public kindergartens in the rooms of the board of education. The invitations for this reception were sent out before election day, so sure was the hostess of the results. Hundreds of school men and women, including citizens and professors, and interested teachers, came to congratulate the workers upon the legalizing of the kindergarten. Mrs. J. Mellor and Miss Josephine Locke assisted in making the board rooms beautiful, and Mrs. Blodgett, of the Public Kindergarten Club, helped receive.

To Mrs. O'Keefe the greatest credit is due for her active, efficient and judicious championship, as well as chairmanship, of the kindergarten committee. We salute the eighty-four public kindergartens. May they prosper and multiply.

Louisville, Ky.—The outlook for the kindergarten work in our city is most promising. This fall two kindergartens were placed in vacant rooms in public school buildings, the school board furnishing the room, water, and heating for the kindergartens, being supported as to expenses and principals' salaries by separate boards as before. Today rooms in other public school buildings have been offered to the association; this is the best testimonial to the quality of work these two principals have done. One trustee who had always been violently opposed to the kindergarten idea after having seen the kindergarten in his own school for five months, advocates a kindergarten in connection with every public school in the city, while Supt. E. H. Marks has expressed his un-

qualified indorsement of the free kindergarten work in our city. The annual commencement was held Friday afternoon February 17, at four o'clock, in Macauley's Theater. Two classes were graduated, one of June, 1898, the other of February, 1899. After this there will be one class graduated each year, as the association has changed the course of study from fifteen months to two years. The Rev. Reverdy Estill opened the exercises with prayer, after which the normal classes sang a spring chorus by Adolph Weidig. This was followed by an address by Miss Irene Cook, of Vincennes, Ind., the representative of the class of February, 1899, whose subject was: "Is the Kindergarten for All Classes? A Plea for the Child of Wealth." The paper was a series of answers to sixteen objections to the kindergarten system, which sixteen members of the graduating class gave. Some of these were as follows: "I have heard the objection raised that 'mother instinct' is a safeguard in training children; if so, why do we need private kindergartens?" Again, "Ignorant mothers may need the kindergartner's assistance, but not the intelligent mother of today." Another one said, "Here is an objection which greets us on all sides; home is the best place for little children." How would you answer that? Another objection was, "The kindergartner is young and inexperienced, why should she be given the care of the child three hours five days in the week?" Miss Annie Carter, of the class of June, 1898, had the only other paper on the program, the subject being "The Use of Imitation in Education—a Plea for the Child of Poverty."

THE meeting of the Chicago Kindergarten Club on Saturday, April 8, most appropriately followed the work of the School of Psychology, by listening to the paper on "Froebel and Modern Psychology," read by Miss Bertha Payne. It was her aim, she said, to give to the club the unpublished portions of her paper which had been read before the I. K. U. Miss Payne said: "Froebel anticipated genetic psychology, and agreed with modern psychologists in his idea of evolution and different periods of growth. Also modern psychology says: 'All consciousness is motor.' And Froebel, 'Thought must clear itself in action, and action must clear itself in thought.' Dr. Dewey was quoted as having said: 'The whole of psychology lies in Froebel's 'Play with the Limbs.' On the other hand she quoted from Mr. Adams, author of "Herbartian Psychology Applied to Education," and said: "It was tact, sympathy, and observation which led Froebel to his psychology, which really is no psychology, but a wealth of psychological insights." Mr. Adams, however, credits Froebel with having a true philosophy of life and of the universe.

During the discussion following, it was said that in Froebel's plan he frequently lost the child idea in following logic, and that his tact, sympathy, and observation did develop a certain kind of psychology, but it was left for the students of the present day to put into form, to crystallize so to speak, the observations of childhood in all stages of growth.—*Carlotta T. Steiner, Cor. Sec'y.*

Buffalo, N. Y.—Mrs. Mary Wylie writes as follows:

The April number of the magazine came by the noon mail, and I did not lay it down until I had read it from beginning to end. I congratulate you on sending out an excellent helpful number. Go on.

It is a very encouraging outlook the I. K. U. is giving. I think the Mother's branch is one of its best things. We need to give more time to developing insight in the mothers, and more time, too, to studying children as they are to find the fulcrum from which to work effectively the kindergarten lever. We need more child study, but with it a full knowledge of the ologies, the special apparatus, and the technique which distinguish and limit the kindergarten.

Miss Poulsson lectured here to a large audience on "The Early Virtues." Miss Elder was very happy in the presentations. She said: "You all know Miss Poulsson thru the Finger Plays and in the *Child's World*, so I will introduce you to Miss Poulsson. Miss Poulsson, these are your friends."

A PROMINENT article educator writes as follows: "Would it be admissible to take extracts from articles in the KINDERGARTEN MAGAZINE for republic-

cation in prominent newspapers providing due credit is given? Many things in your magazine on the subject of the kindergarten should have a more general circulation." Our readers are not only permitted but urged to secure a widespread circulation of the general campaign matter which appears in the *KINDERGARTEN MAGAZINE*. This is one of the chief purposes of conducting our journal, viz.: to universalize the kindergarten. Every local kindergarten organization should see to it that some matter on the subject appears at least once a month in local papers. We have several campaign circulars to assist in this work: "What the Kindergarten Does for the Children," 2 cents per copy; "Why Should the Kindergarten be Municipalized," 5 cents per copy; the "Kindergarten Play-Spirit," 1 cent each, and "Character the End," and "Affection a Means in Education," 1 cent per copy.

"Bird World," a bird book for children, by J. H. Stickney. A delightful combination of story and study is found in "Bird World," designed as a reader for intermediate grades. The story of birds is always a happy, cheery one, and children quickly become interested in watching them as they hear about their knowing ways and their characters. The birds described in this book are particularly those of New England, but most of them are common to many parts of the country. They are birds that the child may expect to see for himself some day soon. Many portraits and some color photographs of the birds add to the interest of the book. Price 70 cents. "Bird World" will be sent free of charge to anyone sending a new, full year subscription to the *KINDERGARTEN MAGAZINE* before June 15. Address Woman's Temple, Chicago.

Mrs. Frank Stuart Parker, after a prolonged illness, died at the Normal Park home on April 1, 1899. Mrs. Parker has been counted one of the most eminent women citizens of Chicago, being for many years active in club life and social and educational circles of the city. She will be missed from the great Normal School, where she has been a coworker with her husband, Francis W. Parker, from the beginning, and no greater word can be said than that said by Colonel Parker himself to all the world when he dedicated the great book of his life, "Talks on Pedagogics," as follows: "This book is lovingly dedicated to my wife, Frank Stuart Parker, who has assisted much in the preparation of every page, as well as in all my work as a teacher."

THE Chicago Kindergarten College Union entertained the members of the School of Psychology at an elaborate and delightful reception on Monday evening, April 3, at the college rooms, which were handsomely decorated for the occasion. The guests of honor were: Dr. Harris, Dr. Hall, Dr. Münsterberg, Dr. Dewey, and Professor Snider. Several hundred guests enjoyed the occasion, coming together from many parts of the country. Dr. Hugo Münsterberg made many warm friends during his visit to the School of Psychology, and received much social attention, which his own sociable nature warranted. Dr. Harris was at his best during the entire week, adding his word of wisdom in the genial way.

ELMIRA, N. Y., has one free kindergarten, conducted under the auspices of an organization known as the "Industrial School and Free Kindergarten Association. There are no public school kindergartens in the city. The board of managers of the association represents various churches in the city, and the expense budget of this association for the past year was nearly \$1,800. About one-half of this sum was raised by subscription. The earnest and taxing work of raising subscriptions will, in time, force citizens to urge the kindergarten into the public schools, to be paid by public taxes. Miss Lucy Wheelock spoke before a public audience for this association in May.

THE growth of the kindergarten movement during the past year has been "exceedingly abundant above all that we ask or think." We are obliged to curtail all reports and omit much valuable matter from this issue of the magazine in order to do full justice to its function as an historical record-keeper of those matters which permanently affect the work.

MADAM MARIA KRAUS-BOELTE, as president of the Kindergarten department of the N. E. A., is planning a strong program for the coming July meeting to be held in Los Angeles. There is great interest thruout the country in this meeting, and a large attendance is already assured. The program will be published in our next number.

MISS AMALIE HOFER will accept a limited number of engagements during November and December, 1899, to speak before training schools and associations. Engagements should be made during the summer in order that a route of neighboring organizations can be planned, which will be to the advantage of those concerned.

Maypole Dance.—A Denver kindergartner writes for information about a Maypole dance for kindergarten children, "something that is not difficult, and suitable." She tells of having taken part in some such celebration as a child, and her pleasure in it. Who can help her?

DR. WILLIAM T. HARRIS left Chicago for Cleveland, Ohio, directly at the close of the School of Psychology to attend the funeral services of Dr. F. J. Rickoff, former superintendent of public schools in that city, recently of Berkeley, Cal. Dr. Harris made the chief address.

THE new, complete, revised catalog of kindergarten literature to be ready by June 1, carefully criticised by the members of the literature committees of the I. K. U. and the Mothers' Congress. Ten cents in postage will bring one to your address fresh from the press.

THE Sesame Child-Garden and House of Home Training was opened at Easter time in London with Fraulein Schepel, formerly at Berlin, at the head. This is the first free kindergarten in England. Miss Julia Lloyd, of Birmingham, is to be her assistant.

ALMA COLLEGE, Michigan, will celebrate a kindergarten commencement day in connection with its regular college commencement. As one of the features of commencement week, Mrs. Mary D. Plum is in charge of the Kindergarten department.

"Education by Development" is the second part of the "Pedagogics of the Kindergarten," as translated from the German of Froebel by Josephine Jarvis, and the latest addition to the Appleton Education Series. (\$1.50.)

THE next National Congress of Mothers will be held in Des Moines, Iowa, instead of Chicago as was possibly to be hoped. The governor of the Prairie State sent his urgent invitation with that of the city officials.

MR. HORACE FLETCHER addressed the Philadelphia branch of the Mother's National Congress late in March; also the Connecticut Valley Kindergarten Association at its annual meeting held in Hartford.

STATE SUPERINTENDENT SKINNER of Albany announces in his annual school report that women who have exercised their right of suffrage have kept in mind the best interests of the public schools.

THE St. Louis kindergartners gave a home Froebel birthday party at the Union Club, in which all St. Louis kindergartners participated under the play leadership of Miss McCulloch.

MRS. WALTER HERVEY, of New York, spent the month of April in studying some of the problems of modern education in Chicago.

MISS MARY H. WATERMAN, of Brooklyn, attended the School of Psychology in April, and visited Chicago kindergarten work.

MRS. LUCRETIA WILLARD TREAT helped the kindergartners at Council Bluffs celebrate Froebel's birthday.

WANTED.—Single numbers KINDERGARTEN MAGAZINE, September, 1895.

THE KINDERGARTEN MAGAZINE begins its twelfth year with this issue.

THE public kindergartens of San Jose, Cal., have been reopened.

OMAHA, Neb., has twenty-seven public kindergartens.

NEW HAVEN, Conn., has three new free kindergartens.



LOST MAIL.—During February there was a heavy loss of mail, including the orders of many of our subscribers. Please notify us at once of any delay.



PICKING THE "HONORABLE" TEA.

[From "Letters from Japan," by the Macmillan Company, 1899.]

KINDERGARTEN MAGAZINE

Vol. XI.—JUNE, 1899.—No. 10.

NEW SERIES.

NEW YORK'S SUMMER PLAYGROUNDS.

MARY MORRELL BRACKETT, NEW YORK.

NOT long ago a journalist referred to the children as "the worthiest and most important of our citizens," and when it is remembered that there are, at the lowest estimate, 215,000 children attending the public schools of New York city, and that of this number a large percentage are the children of the very poor, it is apparent that the city has a task before it every year in providing for their mental, moral, and physical welfare.

From September until July this task is undertaken mainly by the public schools; but during the summer months, when the schools are closed, what becomes of the children? They swarm in the sun-baked streets, or huddle together in stifling tenements. Discipline and moral lessons go to the winds, and the careful work of the preceding school year is in danger of being undermined by this two months' life in the streets.

Is any importance to be attached to children's play—*where* they play, *what* they play, and *how* they play?

There are serious-minded people in this city, and other cities of the United States, who are spending much time and thought on this matter; who, in short, would make of play an important factor in character-building. They maintain that "as character depends upon habit, habit upon repeated action, and repeated action upon the feeling of interest that stirs to action, so the child's chief interest—play—will be the mainspring of his acts and habits, and, finally, of his character; and he who properly provides for, and determines the child's play, will largely determine the child's character."

No less an educator than Froebel declared it his belief that

"Every town should have its own common playground for the boys. Glorious results would come from this for the entire community. For in youth, games, whenever feasible, are common, and thus develop the feeling and desire for community. The boy tries to see himself in his companions, to feel himself in them, to weigh and measure himself by them, and to find himself by their help. Thus the games directly influence and educate the boy for life, and awaken and cultivate many civil and moral virtues."

Three centuries later it remained for Boston to be the first city to give tangible recognition to the truths advanced by Froebel, and to take the lead in the summer playground movement. The success of the scheme from the first has kept the ball rolling,



Scenes in outside yard of the playground attached to Public School No. 57,
East 115th Street.

until now New York, Providence, Philadelphia, and Chicago can boast of well-equipped summer playgrounds in their poorest and most densely crowded districts.

As interesting articles have of late been written on the history and growth of playgrounds, a repetition here is unnecessary. The purpose of this article is rather to give a sketch of the work done in New York city.

From time to time since 1891 public playgrounds have been in operation in New York, under either public or private auspices. Mr Jacob A. Riis was one of the first to draw attention to the moral as well as the physical necessity of spacious playgrounds for children during vacation. Outdoor playgrounds for all new

schools were ordered by the legislature of 1895, which also directed that all small parks hereafter laid out should have children's playgrounds attached. A Public Playground Society was formed, with the Hon. Abram S. Hewitt as chairman. It began its work by opening a playground in a vacant lot. The East Side House Settlement has also successfully operated a playground, and in 1896 one was opened by Miss Grace H. Dodge, which now remains open thruout the year. Last year the Outdoor Recreation League obtained permission from the Board of Education to open as playgrounds yards attached to some of the public schools situated in crowded parts of the city. The popularity and usefulness of these playgrounds are sufficient to insure their general adoption in the near future.

During the summer of 1898 the school board for the boroughs of Manhattan and the Bronx appointed a committee, of which Mr. Henry A. Rogers was chairman, to continue the good work of the Outdoor Recreation League, and took upon itself for the first time the management of summer playgrounds. For this purpose, the sum of \$15,000 of the public funds was set aside as a basis on which to begin operations. Associate Supt. Seth T. Stewart was appointed chairman of the committee on playgrounds, and associated with him were Dr. John L. N. Hunt and Dr. A. P. Marble of the borough board of superintendents. A large staff of directors and assistant directors was secured; teachers, especially kindergartners, men and women, who, thru experience or inclination, were fitted to be the children's playfellows as well as leaders.

At eight o'clock on the morning of July 6 there were opened twenty playgrounds attached to public schools, fourteen on the East Side and six on the West Side. Nine of these were situated in the densely crowded district on the South East Side, below Fifth street.

The aim of the playground projectors was to keep the children off the streets; to encourage to the utmost the child's natural activity; to awaken in the child a desire for good, wholesome games and other forms of amusement; to teach lessons of freedom and self-government; to change the spirit of lawlessness and selfishness into love of order, and consideration for others.

In order to accomplish these ends the playgrounds were open from eight until twelve, and from one until six every day except Sunday, from July 6 until August 27. Each playground was in

charge of a director, who was responsible for all that occurred in his or her playground. Each director had from two to four assistants, according to the size of the playground and the number of children who came each day to play. The daily attendance ranged from three hundred to one thousand children, while in some of the crowded districts as many more would be turned away for lack of room. It is estimated that the playgrounds were visited by more than thirty thousand children, from the tiny tot just able to walk to boys and girls in their teens. Some of the playgrounds were used by boys during one half of the day, and by girls the other half. In others boys and girls played together, while the largest playgrounds accommodated boys on one side and girls on the other.

Four supervisors visited the playgrounds from time to time. Miss Stella Maynz was in charge of kindergarten pastimes; Miss Lillian Burdon, formerly teacher of manual training in the Truant School of Brooklyn, and last year principal of a vacation school in Mulberry street, was in charge of children's games; Miss Sophie Nicolai and Dr. M. A. Requa, supervisors of physical training in the public schools, looked after the hygienic and educational aspect of physical exercises.

As the work progressed each playground was turned into a veritable gymnasium, fitted with vaulting bucks, parallel bars, vaulting bars, springboards, jumping standards, hitch and kick, teeter, and combination ladders. Then there were basket-ball sets, portable swings, seesaws, ropes for light form of tug-of-war, sacks for sack racing, rings for ringtoss, shuffleboards, balls for hand ball, and last, but not least, the sand pile. What wonder that the children were all eager to come and loth to go.

It must not be supposed that when the playgrounds were thus well equipped the hardest part of the work was accomplished. The boys and girls way down in Norfolk and Henry streets had never before seen most of the apparatus and games provided; it was therefore necessary to teach the children how to use the bars and ladders, the shuffleboards, etc., so as to secure the most enjoyment, and at the same time have something left of the material after a morning's play. The little children needed protection and guidance, while the older boys and girls had yet to learn to consider the weak, to acquire a sense of law and order and of honor in play.

When Mr. Stewart assumed his duties as head of the playground movement he realized the field which it offered for work in child study. He accordingly impressed upon the directors the opportunity open to them for observing the children entrusted to their care. "Play," he wrote, "is life to the child, and is the chief source for the formation of character. In it he *may* learn to cheat and lie and steal, to be cruel or rude. The child who has learned to play fairly and nicely has learned one of the best lessons of childhood. You will find many opportunities to encourage the good and discourage the bad sides of play."



A Young Architect. Public School No. 57.



Open-Air Playground on the Upper West Side. Supt. Stewart in the foreground.

Assisting Mr. Stewart in the collecting of data for child study was Dr. H. S. Curtis, Ph. D., a graduate of Yale, 1895, and later a student under G. Stanley Hall at Clark University.

The sight of a group of children playing together will always carry the writer back to a playground in East 115th street. When the yards were opened early on that July morning the news had not yet reached the people of the neighborhood. Across the street from the school stood a mother with four little ones. We lost no time in acquainting her with the scheme. She pronounced it "a foine idea," and sent her children over to spend the morning. It was astonishing how quickly the children seemed to scent a novelty, for they came from all directions, and before noon the original four were sharing their good time with over a hundred more.

We were told that it was a hoodlum neighborhood; the boys were all toughs, and the girls were all bold and unmanageable. We came to think differently, however, and I believe that before the end of the summer our informant did also.

Picture to yourself a large, sunny room on the basement floor of the school. In one corner was the sand pile, a veritable Coney Island in miniature, where fifty or more happy little ones built houses and forts, or dug out wells and bridges to their hearts' content. A little half-witted child who came to the playground used to run about in a wild way whenever anyone attempted to approach her, and the director despaired of doing anything with her, until finally she led her one day to the sand pile. The child took to it immediately, and henceforth played quietly and contentedly with the other children.

Near the sand pile was the swing; "scups," the children call them; and a little farther on was the seesaw. In spite of daily tumbles, resulting in bumps and bruises, the seesaw continued one of the most popular forms of amusement.

At the other end of the room stood a piano. The children used to march, have flag drills, and calisthenic exercises. The girls also enjoyed dancing, and at least one hour of every afternoon was given up to it.

Then, too, there were attractive picture books to look at, blocks to play with, ninepins to knock down, and colored paper to fold or cut into flowers. Any number of forts were built, and after the "naval parade" the blocks went to construct the "Texas," the "Massachusetts," or the "Brooklyn," with masts, turrets, and guns.

When the playgrounds were first opened it was noticed that the girls' idea of a game was simply a ring game, and they sang the old songs about "The Farmer in the Dell," "Oats, Pease, Beans," "The Mulberry Bush," "Lazy Mary," etc., which, altho they have been popular among school children time out of mind, are nevertheless wondrously weak as to wording. After the first two weeks the senseless games were forgotten in the interest taken in the newer and better ones, and it would have been hard to arouse the old interest in "Lazy Mary."

Opposite the girls' yards were the boys' yards, where the rougher gymnasium apparatus was placed. The boys evidently thought at first that the playgrounds had been opened to enable them to see how much noise they could make to the square foot.

They ran about aimlessly and screamed continually. When a boy would see a director with a game he would call, "Teacher, gimme a game?" Then he would snatch it and be off. Soon the same boy would return to complain, "A boy took my game off me!" When the game was looked up a group of boys would be found wrangling over it.

In the beginning the directors played nearly every game with the children until they had learned how to use it, to play fairly, and to wait their turns. This last was a hard lesson for some of them. At the end of the summer the children asked for the games politely, if not always correctly; their voices had softened, and they had caught the idea of playing together nicely, which, when all is said, was the end and aim of the playgrounds.

To quote Froebel again: "A child that plays thoroughly, with self-active determination, persevering until physical fatigue forbids, will surely be a thoroughly determined man, capable of self-sacrifice for the promotion of the welfare of himself and others." Every playground director can recall illustrations of this remark of Froebel's. There were boys and girls who entered with heart and soul into the games, and others who were sluggish and showed no initiative. The games and apparatus provided were excellent for encouraging backward children and helping them to find out their capabilities. One boy of ten would play with all his might and main, stopping just long enough to make sure that his baby brother and sister were safe and happy. He would refuse to join in a game if there was no one "to mind Willie." It was beautiful to see the care that some of those rough street boys bestowed on their little charges; indeed the big brothers were often the gentlest nurses.

Basket ball was a popular game in all the playgrounds, and added zest to the summer's play. The boys organized teams among themselves, and frequently a team from one playground would visit that of another and play matched games. On such occasions the games were always played fairly, and without the roughness that characterizes games played in the street.

The directors learned more about children, their likes and dislikes, their pleasures and aspirations, than they could possibly have gained thru the classroom. One little girl informed a director that her mother had told her if she grew up pretty she

was to be an actress, but if she grew up homely she was to be a school-teacher.

Perhaps to some of the children the most attractive feature of the playground was the library. The Free Circulating and Cathedral libraries loaned books to the playgrounds, and these were given out to responsible children, who eagerly made the most of their privilege. In the quiet room devoted to the library the children found sets of dominoes, checkers, authors, chess, and crockinole, which they played under the supervision of the director in charge.

The library was one of the most refining influences in the playground. The card of admission was, clean face, clean hands, and, for a boy, hat off. Here, as elsewhere in the playground, the directors adopted Cæsar's policy of using those whom they subdued as their counselors, and so it was that those who had been the noisiest boys often became the most earnest champions of good order.

While a description of one playground is in great measure a description of all, the rough and congested districts in which many of the down-town playgrounds were situated rendered the work of conducting them doubly difficult. It took stout hearts to direct the play of the denizens of Henry, Mulberry, and Norfolk streets. The children, half clothed and covered with filth, came from squalid homes of one or two rooms each. Many of them had never before seen the inside of a school. They were encouraged to come to the playgrounds with clean hands and faces, and after a few weeks a great change in their appearance was noticeable.

Anyone who is acquainted with the way the "other half" lives will not be surprised to read that in one playground eleven hundred children frequently stood in line to be counted. In some of the playgrounds five hundred children were all that could be accommodated at one time; five hundred more outside would be waiting to gain admittance. These would give vent to their chagrin by gathering eggshells, potatoes, melon rinds, and other offensive weapons, to throw at the offending directors. One director, who had in some way gained the ill-will of the children, dared not show himself to the mob that awaited him outside, but with the assistance of the janitor of the school made his escape by way of a back window.

The playgrounds were opened as an experiment. As to whether or not the experiment has been a success we have, first and foremost, the testimony of the children. They universally declared that they had had a delightful time, and that this vacation had been the pleasantest they had ever spent. Likewise, from time to time in their visits to the playground, the fathers and mothers have expressed their approval of the movement, and their gratitude to the board of education for its work. One father told a director that "It was the best thing the city had done yet."

In closing this article I cannot do better than quote the words of Phillips Brooks:

"He who helps a child helps humanity with a distinctness, with an immediateness, which no other help given to human creatures in any other stage of their human life can possibly give again."

THE JAY.

THE jay is a jovial bird—Heigh-ho!
He chatters all day
In a frolicsome way
With the murmuring breezes that blow,—Heigh-ho!

Hear him noisily call
From the red-wood tree tall
To his mate in the opposite tree, Heigh-ho!
Saying, "How do you do?"
As his topknot of blue
Is raised as polite as can be—Heigh-ho!

Oh, impudent jay,
With your plumage so gay,
And your manners so jaunty and free,—Heigh-ho!
How little you guessed,
When you robbed the wren's nest,
That any stray fellow would see. Heigh-ho!

—Selected.

THE TENT ON THE BEACH—A SEASIDE KINDERGARTEN.*

BELLE ST. JOHN PEARSON.

CHAPTER III.

ONE morning the kindergarten walked up the beach to see the sanderlings when they came to feed at low tide. They had seen so many pictures of these little water-birds, and heard about them so often, they were quite ready to sit still and give the timid birds a chance to run up and down the sand by the water's edge, and hunt their dinner unmolested.

The children were so quiet the birds skimmed fearlessly over the water to the beach, whistling and calling, and picking up bugs and insects with keen relish. Once they saw a little mother sanderling, followed by a half dozen young birds, who ran and seized the bugs and worms out of her bill in a very hungry way.

When the tide began to come in the birds flew away and Aunt Margaret told the children a story called, Tom, the Piper's Son:

"He was a sandpiper's son We named him Tom because he ran as fast as the Tom of Mother Goose. We first saw him as he was walking along the beach. He often waded knee-deep in the water. One of the children ran to catch him and tell him we meant no harm, but his long slim legs carried him away down the beach, far out of sight in a twinkling. After that we decided to sit very still and watch his friends and relatives skim over the smooth water, whistle and play at Tag.

"After a long, long time we saw Tom coming slowly back again. We knew him by a peculiar little limp which he had, and we hoped no naughty boy had hit him with a stone.

"He was dressed very neatly in a cut-away coat of gray and brown, spotless white vest, and white duck trousers rolled up, showing bare, dark legs. But boys in wading don't care if their legs do get sunburned almost black, and Tom did not care in the least. He was very hungry, and not particular as to what he ate, swallowing bugs, worms, and insects of all kinds. Between his mouthfuls he kept looking in our direction.

*Begun in May issue, page 561.

"When he was almost in front of us, and we were all holding our breath for fear of scaring him, Cedric sneezed and frightened Tom nearly into fits, causing him to run away again.

"I forgot to say the pipers are all very polite people. They bow continually as they walk along. They even bow to each mouthful of food they take, as if to say: 'Ah, little worm, good day, good-bye!' and the worm is politely swallowed. If I were a worm I do think I would rather have one of the piper's eat me than any other kind of a bird. I'm sure it wouldn't hurt my feelings half as much.

"Tom had been well brought up. When he came along the third time we noticed he kept bowing and bowing, until we all felt rude enough at not returning his courteous salutations. His bare brown feet gently splashed along the water, while his sharp, firm little beak caught every insect in sight.

"As he came nearer us this time his companions at play over the water left their game of Tag and flew near the shore. We were sure Tom's father was among them, and when one of them flew to Tom, snapping the water from his wings crossly, and giving his son some words of warning, we exclaimed: 'That's the Piper!' And so Tom, well warned against us, gave a few more timid bows, and with three shrill whistles spread his pretty white-lined wings and flew 'over the waves and far away.' "

After the story the children played in the sand-garden, making a miniature ocean on which they sailed small boats. The number of long-legged sandpipers, standing around their ocean, was discouraging to insect life. Rows of bright colored stones represented the children at a distance watching the sanderlings.

A very good sandpiper can be made with two tiny sticks for legs, a lentil and pin for the head and beak, and a brown burr for the body.

One of Aunt Margaret's small boy friends had brought a large quantity of burrs and the children made the pipers' nests of them, adding a lining of grass, that the baby birds might have a soft nest.

It was very noticeable how politely the children bowed each other into the ring that morning, even the most bashful was impressed with the desirability of bending the body properly, just as Tom, the Piper's son, had shown them.

CHAPTER IV.

The top of Swallows Cliff could be reached from the beach by a flight of wooden steps. Up these steps, one sunny morning, Aunt Margaret led her little flock, with Miss Brown bringing up the rear.

A beautiful grassy plain stretched out on the top of the cliff. The children quickly seated themselves upon the grass. The sky was a deep blue above, matched by the deep blue waves below.

"Such a perfect view!" sighed the two ladies, while the children gazed and gazed at the sea, fascinated and awed by the beauty and majesty of the picture.

Over and over again Aunt Margaret and Miss Brown repeated these matchless lines, and the children joined in whenever they could remember the words:

The sea, the sea, the open sea,
The blue, the fresh, the ever free;
Without a mark, without a bound,
It runneth the earth's wide regions round;
It plays with the clouds, it mocks the skies,
Or like a cradled creature lies.
I'm on the sea, I'm on the sea,
I am where I would ever be,
With the blue above, and the blue below,
And silence wheresoe'er I go.
If a storm should come and wake the deep,
What matter? I shall ride and sleep.

I love, O, how I love to ride
On the fierce, foaming, bursting tide;
Where every mad wave drowns the moon,
And whistles aloft its tempest tune,
And tells how goeth the world below,
And why the southwest wind doth blow!

The waves were white and red the morn,
In the noisy hour when I was born;
The whale it whistled, the porpoise rolled,
And the dolphins bared their backs of gold;
And never was heard such an outcry wild,
As welcomed to life the ocean child.

—*Barry Cornwall.*

By and by they changed almost unconsciously into

"Great, wide, wonderful, beautiful world!
With the wonderful water about you curled;
And the wonderful grass upon your breast,—
World, you are beautifully dressed."

One day in every week Aunt Margaret took her little flock, without a prepared plan as on the other days, and let the circumstances and occasions guide into the line of thought or the path of knowledge for that day.

As was necessary for this, she was an earnest student and a loving disciple of nature. She had a large store of available knowledge on many subjects, and a vivid imagination to aid in imparting her thoughts to little people.

This was the "Inspiration Day," as she and Miss Brown called it when by themselves.

"I'd love to be a fish, and swim and swim in the blue water," exclaimed Cedric slowly.

"I'd love to be a boat with a white sail, and go just where the wind would blow me," cried little Kathleen, clasping her tiny hands and gazing ecstatically at the distant, gleaming sails.

"And I'd love to be a bird, and fly and fly in the blue sky," exclaimed Harold.

"Or a butterfly—would you like to be a butterfly," asked one of the timid children, of Harold.

"No, I wouldn't, because I'd have to be a homely old caterpillar first," he answered.

Aunt Margaret had been very busy listening, but her sharp eyes were searching the grass and shrubs as if she was half expecting to find something.

Suddenly she took a small pair of scissors from her bag, and opening a pasteboard box, she held it under the leaf of a shrub and "clip, clip!" went the tiny scissors.

"What is it?" asked the children, eagerly.

Aunt Margaret turned toward them with a radiant light upon her face. She spoke quietly, however.

"Talking about caterpillar, Harold, do you think this one is very homely?" She was looking at something in the box. "Come here and look at him thru my 'magic glass.'"

The boy came and looked long at the gorgeous little creature.

"He is a beauty, auntie," he exclaimed.

"You may tell the children how he looks," continued Aunt Margaret.

"His body is about two inches long, and it is of a lovely pale green color. His head is canary yellow. He has pale blue lips and black jaws. He draws his head into a yellow bonnet that is

trimmed with four blue beads in front, and a blue pompon on each side.

"His legs are yellow, the three front pair look like tiny babies' hands, only they have black claws; the five back pair look like elephants feet, but they have pale blue toes. On each side of his body are two rows of blue horns running lengthwise."

Harold paused and looked long and silently thru the glass. He was a very exact boy, of unusual judgment for his years. Finally he said: "There is a whole row of the queerest little mouths between the blue horns on each side; I wish I knew what they were for!"

"What must a caterpillar have to keep him alive?" asked Aunt Margaret. Harold looked doubtful, so she added, "He must have a mouth, and eyes, and——"

"Legs, and a nose," continued Harold.

"Look and see if he has any nose?" said Aunt Margaret.

"He hasn't any," answered the boy, after a few moments.

"Why, how can he breathe," cried Cedric, slowly.

This seemed to be a puzzler for a few moments; but finally Harold spoke up decidedly:

"Do you suppose he breathes thru those holes in his sides, Aunt Margaret?"

"I know he does, Harold!" she replied.

"Oh, please let us see," begged the others; so one at a time they peeped thru the magic glass.

"You may tell us about the horns on his back, Cedric."

"There are two rows of yellow horns along his back, and four orange colored horns just back of his head," he said slowly.

"We'll keep him in this box in the kindergarten and feed him on walnut leaves. Perhaps he will begin to turn into a chrysalis in a few days," said Aunt Margaret. "I kept one all winter asleep in his cradle, and in the spring he came out a lovely pale green moth. I fed him on some sweetened water, and he unrolled his great long tongue and sipped it up as if he liked it very well. Then I opened the window and he flew away, and I never saw him again."

"We'll let this one go too, won't we, Aunt Margaret," cried the little people.

After playing they were caterpillars and butterflies they went down the stairs to the beach below.

On the way down Aunt Margaret heard little Kathleen's clear treble saying:

"Oh Cedric, which had you rather be? Prince Helix in his fairy house——"

"With his magic mantle?" added Cedric, encouragingly.

"Or the Piper's son, eating bugs politely? Or a capatilla with blue and yellow and orange horns, and breathe thru holes in your sides?"

"I'd rather be the great King who gave Prince Helix his magic cloak," answered Cedric, calmly.

They sat down in the tent a few moments to rest.

"Children," said Aunt Margaret, lovingly, "I want to thank God for something right now, so let us close our eyes and think of him.

"Our Father in Heaven," she prayed, "Thou art the Great King who gave the little snail his fairy house and his magic mantle; who gave the caterpillar such lovely horns and pretty yellow legs, and who taught him to breathe so nicely thru those holes in his sides. We thank thee for making him so pretty. We thank thee for the lovely sea and sky, and all the beautiful magic things swimming and flying in them. Teach us to love them more, and to know thee better. We would love to be like thee, for then we too could give magic gifts. Dear Lord Jesus, teach us to know how magic a gift love is. Teach us to take it freely from thee, and give it freely to all thy children.

"For thy great name's sake, Amen."

Little Kathleen echoed the "Amen" in her sweet, high voice, hardly knowing she spoke aloud, so absorbed was she in her baby thoughts about wonderful things.

"I love everybody and everything God has made," said Cedric to Kathleen as they walked home.

SUSAN E. BLOW, in her new volume, "Letters to a Mother," makes the fine statement: "If you can win and hold Herold's faith you will find that you have practically solved the problem of nurture. For if he trusts you he will obey you; he will hide nothing from you; he will not resent your punishments, and when he asks you questions whose true answers are beyond his comprehension he will humbly accept your simple statement that they cannot be explained to him until he is older."

SCHOOL OF PSYCHOLOGY HELD IN CHICAGO

DURING APRIL, 1899.

(*Concluded from the May Number.*)

PLAY AND IMAGINATION IN RELATION TO EARLY EDUCATION

was the subject ably discussed by Dr. John Dewey, of which we present the following condensed outline:

It is hardly necessary to say that play does not mean amusement, nor yet games alone; it is a form of the child's activity. Dr. John Fiske has pointed out the significance of prolonged infancy for education and social evolution. Prolonged infancy means the postponement of the period in which the person permits his activity with reference to the necessities of life—of getting a living—and consequently a continued period of exercise of powers having no conscious end or aim beyond the satisfaction and the value inhering in the exercise and development of the powers for their own sake. This natural, unforced expression is play, and consequently *all* the child's activity so far as not controlled by necessity of reaching external ends is play. Hence three points follow:

1. *Plays* may be taught, but not play—that is, it is of the essence of play to be a growth, or an expression of the child's own attitude, disposition, images, etc. Others may take advantage of these spontaneous expressions and give them direction; may direct them thru models, suggestions, and other stimuli, but the child must make them really his own, and then act upon them *as his own*, or else he is simply going thru certain external motions, into which possibly the adult may read an ideal or spiritual significance, but which are either sensational or mechanical to the child.

2. We must avoid the separation of play and work which the adult makes when thinking of children. To the child, his play is his activity, his life, his business. It is intensely serious. He is absorbed, engrossed in it. It is an occupation. Hence many things which to the adult are work, or even drudgery, may be play to the child; like sweeping, dusting, washing dishes, etc.; it all depends upon the spirit in which the child enters into them. If he does them for the joy of doing them, it is play; if merely for some external result or necessity, then it is work in the adult sense. But naturally play is work to the child, and work (which really interests him) play.

3. We must avoid letting things down to the lower level, because we think the child must play. Just because the child is so

serious and intent in his play, we may introduce positive material of value, which shall lead the child on. Hence he should pass naturally, and by continuous gradations, from play in the ordinary sense to the more definite study; to setting up and reaching ends appropriate to older children. In an ordinary school we could not tell where the kindergarten left off and the primary room began.

Imagination is simply the inner, the mental side of play. Aside from the games, which are largely the overflow and exercise of physical energy, the value of every play is measured by the imagery which finds expression in it. It is a mistake to suppose that the imagination is concerned only with make-believe and unreality. The child's very make-believe is taking one fragment of reality to stand for some larger reality, as when the little girl plays with her doll, or her dishes, and the boy with his steamboat or railway train. Thru this extension of present reality to stand for the unseen the child enlarges his capacity, his insight, and his range of interests and sympathies. The healthy "symbolism" of the child is simply that which takes *one real element* to signify and gradually build up the wider, deeper whole, not a complete thing to stand for some unreal idea.

Hence the imagination must be really constructive; must find outlet in some actual building up of what to the child is reality. The image must result in doing, and in a doing which carries the child beyond his imperfect image and helps correct it, and so on. Hence the error of stimulating and exciting the imagination and not exercising it constructively. To arouse imagination and leave the matter there is to appeal simply to the sensational and emotional side, and thus to weaken character and dissipate mental energy, hence the danger in too many stories.

The child again finds culture of imagery in all his constructive activities so far as these have the play form. The child puts a filling of social and human values, of imagery of himself doing social service and being enlarged thereby, into many things which to the adult are prosaic and utilitarian. For the most part it is the everyday, homely activities and surroundings of the household and out-of-door life which give the most healthy media of culturing imagination. All occupation, all school study (history, geography, etc.), is as much a means of developing the creative imagination as are symbolic games, use of gifts, telling of highly idealized stories and literature.

Professor Snider prepared the way for the general discussion of the above subject by making the following questionings: "Should the teacher have a conscious purpose in superintending the games? Is the scheme of education to have an end, and is the scheme to be applied to children? Can play be directed and at the same time be spontaneous? Is there not here a resem-

blance to the relations of free-will and Providence? The two are to be united. It is the function of the educational system to unite them."

Dr. Dewey suggested that there was a series of educational instruments differing from Froebel. These might be the occupations of primeval man and his home; that these should be reproduced and considered not only as useful, but also educative.

Miss Anna Bryan said in substance: Recent studies of "Imagination" give a different outlook from old views. Instead of *imagination* we have *imaginations*. Different kinds of imagination dominate different people. This modern thought gives the teachers more light than they know what to do with, thanks to James, Sully, Baldwin, and Dewey. Play needs to be more studied by kindergartens in the new light. The term "symbol" has covered no end of ignorance as to children's imagery. "Symbolic" has been applied to many games which should be called "imperfect imagery." Instead of considering play as one stage, consider it as many stages of imagery. There is a tendency in the kindergarten to fix the child in an imperfect stage of imagery. The kindergarten has need of other occupation than those usually included in the "Gifts and Occupations." Constructive work is imaginative. Some of the terms we need to clear up are, "symbol," "reality," "spirituality," "imagination."

Mr. Dewey was then asked the following question: "How far is it allowable to take the child of three and four beyond his present environment for materials for reproduction in play and work; is there any guide? In taking up the *miner*, for instance?"

Miss Elizabeth Harrison gave the following summary of the nature of play and its function in child life:

Play is the greatest avenue of expression of the child. Play may be classed, first, as games of spontaneous activity, such as tests of strength and skill, as in jumping, rhythmic movements, etc.; second, as games by which the child reproduces and imitates the life and activity about him; third, as pure plays of the imagination. The child plays out people's deeds such as he has never seen. What art and literature are to the adult mind, including the vicarious experiences of the greatest deeds and needs, and highest ideals, plays are to the child. They give a sense of unlimited power. I would not limit play to the spontaneous and reproductive alone, but include the imaginative.

In introducing Dr. Harris Mr. Snider referred to the article on "Play in Education," contributed by the commissioner to that invaluable collection of child-culture papers published by Dr. Barnard. In continuing the discussion, Dr. Harris referred as follows to the questions raised by previous speakers:

The kindergartner must get the idea of what symbolism means. Instead of play being the object and result, play is a means. It is not a terminus, but we start with it to get away from it. The child thinks differently from the human being. The child gets hold of a fragment only. Reality is a series of things in a chain of causality. The child makes rapid progress with symbolism up to his sixth year; but he does not understand dynamics. He finds the kindergarten a great thing after all, with its semispontaneous play. In 1872-73 Froebel found the value of play, and selected the wisest of those already existing. No one had written before his time of the educational value of DOING. Froebel is a classic on that subject. It is important to get into Froebel's spirit. Without the latter he could not have carried out all the theory we find in his "Pedagogics of the Kindergarten." The kindergarten does not attempt to teach play, but includes causal activities. The child takes a mere fragment and makes believe. The kindergarten tries to bring the causal idea in a game of ball; the ball is merely the blank form of the struggle to beat the other side. It symbolizes something for which real struggle is waged. The kindergarten is not to teach symbols, merely taking the fragment for the whole, but rather teaches how we may take the thing for the process.

Mrs. McLeash said:

Dr. Dewey seems to have been providing for city rather than country children. Children naturally turn to the world of nature, animal and vegetable. The development of the constructive imagination is good. We must face the problem of keeping the balance between the artistic and constructive. First should come sympathy with nature and the animal world, then later opportunity for constructive work. This gives later a freedom from the drudgery of farm life. Such sympathy with nature goes far toward the development of religious life. Feeling about God and the soul comes largely from intercourse with the world of nature. I have had experiment with two boys, to show the relation between the vegetable and animal world. Next day one boy exclaimed quite spontaneously, "How wonderful God is!" He had carried the experiment back to its cause in God. Too much story-telling has sad mental results. There are many cases where good minds have been frittered away.

Dr. Dewey closed this interesting discussion as follows:

As to the question, How far the child should be taken from familiar things, I would say that the work in his kindergarten is entirely planned by the kindergartner. When taking up the miner, the children carried each stage backward from those they knew to those which were unfamiliar to their experience. Balls and blocks are certainly historical toys. I would not rule them out. I plead not for restriction, but enlargement of material, and

this depends on the insight, intelligence, and experience of the teachers. I agree with Dr. Harris as to the fragmentary character of symbols. We need to give a broad platform for principles.

Froebel was the greatest experimenter and investigator, unless we except Pestalozzi. We want to go on into the realities of child nature. He disclaims being the inventor of new games and occupations for the child. Try to find out what children did and what appealed to them.

In reply to the criticism that domestic and household work makes children mosaic and destroys spontaneity, Dr. Dewey said that he did not find dishwashing unimaginative and prosaic, for he had done it.

I think children get a cultivation of imagination in dishwashing. It is the child who is the poet and artist, and puts this into his work if we give him freedom of action. The child's thoughts are indefinite, vague, and emotional. He should be kept in sympathetic identification with the mother of the household. Imagination must work its way out into poetic elements. In the doll, what ethical and social elements are there, the child finds and puts these into it.

In answer to Mrs. McLeash, I have seen some of the kindergarten children playing that the bur was a cocoon and they the caterpillars or moths. This shows the city children had had some relations with nature.

FREEDOM IN THE EDUCATION OF TODAY,

was the subject handled by Prof. Denton J. Snider, in outline as follows:

Education turns today largely upon freedom, and its various meanings. A great thinker has declared that history shows the movement of the race into a deepening consciousness of freedom; so the great purpose and end of all historic consciousness is freedom. What is Freedom, is our question today. There are three kinds of freedom. First, physical freedom, which includes organic freedom and freedom in space. As I move about I have spacial freedom. This physical freedom is the basic, or lowest form of freedom. The great development of athletic sports in our colleges and schools today is the seeking after a greater control of the physical organism. This form of freedom is the primordial manifestation of will. The animal has this. Some educators propose to make a division here between the sensory and motor nerves and muscles; whether or not this is possible we have to go back to the great point called the soul, or psychic being, before we can divide sensory from motor activities. When the wave movement from without strikes the organism of the body the sensation is mechanical, but when it goes forth as mo-

tor activity it is turned about. How does it thus turn about? The psychic must here come in, so after all motor and sensory are not the central things to be considered, but the power which turns upon these. An understanding of this is the great thing in education. If we could divide these it might be possible to cut motor and sensory activities apart, but the ego will not be cut in two by any outside thing, but it has a wonderful power of dividing itself, so after all even physical freedom is an evidence of a psychical center.

Our second step in freedom is what may be called caprice. Here the determination comes from within and not from without. The soul works upon itself. Caprice is, "I will do as I please." Here lies a great deal of the spontaneous activity of the child. When a child does as he pleases he defies authority or established order, perhaps in order that he may have his own capricious freedom. A great deal has been said about letting the child follow capricious freedom, or follow his instincts. This has its place in education, but it also has its limitations. The highest thing gained by this individual caprice, or freedom to follow one's own will, is conscience. I must obey my conscience, not yours. Hence caprice often brings conflict between individuals, and disorder is the result; rightly trained, it leads to the third and highest form of freedom, namely, institutional freedom.

Here the object is to secure freedom to all, not simply to the one. The school is the great trainer of the individual in institutional freedom. When a child enters school he enters under the law. Tho he may learn certain facts and pursue certain branches of study, the highest purpose of the school is to make him an institutional being, and thereby an ethical being, not merely moral but institutional, where he wills not merely his own capricious freedom but the freedom of all. In looking at the education of today, we see some lapses from institutional freedom to capricious freedom. To me the danger of the kindergarten lies in the disregard or non-understanding of its training for institutional life, a relapse as it were into Rousseauism out of and away from which Pestalozzi, and still more decidedly Froebel, led the educational thought of the world. In the "Education of Man" Froebel shows still the influence of Rousseau. The chief value of this book lies, in my opinion, in its historic record of the first great stage of Froebel development. Upon this theory his school for boys at Keilhau was based, and because of the limitations of his theories at that period the school went to pieces, and it took him ten years to find himself and develop his higher idea of institutional freedom as shown by the kindergarten. It is this larger insight into the deeper meaning of true freedom which makes Froebel's "Mother-Play Book," and "Gifts and Occupations" of so much more value than his earlier writings. In these rests the wise and right use of this institutional training. The child be-

gins his training in true freedom, and is slowly developed into a free man in a free world, made free by himself, or, in other words, is trained for citizenship in a world ruled by law.

THE O'LINCOLN FAMILY.

A FLOCK of merry singing-birds were sporting in the grove;

Some were warbling cheerily, some were making love;
 There were Bobolincoln, Wadolincoln, Winterseeble, Conquedle,—
 A livelier set was never led by tabor, pipe, or fiddle,—
 Crying, "Phew, shew, Wadolincoln, see, see, Bobolincoln
 Down among the tickletops, hiding in the buttercups!
 I know the saucy chap, I see his shining cap
 Bobbing on the clover there,—see, see, see!"

Up flies Bobolincoln, perching on an apple-tree,
 Startled by his rival's song, quickened by his raillery;
 Soon he spies the rogue afloat, curveting in the air,
 And merrily he turns about and warns him to beware!
 "'Tis you that would a-wooing go, down among the rushes O!
 But wait a week, till flowers are cheery,—wait a week, and ere
 you marry,
 Be sure of a house wherein to tarry!
 Wadolink, Whiskodink, Tom Denny, wait, wait, wait!"

Everyone's a funny fellow; everyone's a little mellow;
 Follow, follow, follow, follow, o'er the hill and in the hollow!
 Merrily, merrily, there they hie; now they rise, and now they fly,
 They cross and turn, and in and out, and down in the middle,
 and wheel about—
 With a "Phew, shew, Wadolincoln! listen to me, Bobolincoln!
 Happy's the wooing that's speedily doing, that's speedily doing!
 That's merry and over with the bloom of the clover!
 Bobolincoln, Wadolincoln, Winterseeble, follow, follow me!"

—*Wilson Flagg.*

THE KINDERGARTEN IN AMERICA.

EDITORIAL FROM THE OUTLOOK, APRIL 29, 1899.

THE spread of the kindergarten movement during the last two decades has been in many ways the most significant and promising fact in the educational life of the country. Within the memory of living people a few enthusiastic women—sharers for the most part in the spiritual and intellectual movement of fifty years ago, and hospitable therefore to fresh and spiritual ideas—began the establishment of kindergartens and the explanation of Froebel's ideas on this side of the ocean. Today a large number of the great cities have made the kindergarten a part of public education; private kindergartens are found in every intelligent community; training schools have not only multiplied, but have made great advances in the breadth and thoroughness of their work. The kindergarten has become firmly established in the confidence of the country and in its educational system. Wherever the Froebellian ideas have gone they have awakened the greatest enthusiasm. So deeply have many of the best men and women in the country been stirred by the conception of education which underlies the kindergarten that the movement may be regarded as spiritual quite as much as educational. In this fact lie its strength and its promise; for the educational ideas which are not only to train, but to liberate, enrich, and energize men, must have their roots whence all great impulses come—in the spiritual nature. No education can make men contributing forces to the higher civilization which does not issue from the spiritual nature. The defects of the older methods were largely due to the fact that these methods came into being when psychology was very imperfectly understood. The education which took its shape during the Renaissance period was literary in its inspiration. It has accomplished an immense work in the world, but it does not express the highest conception of education. Of late years it has been supplemented and modified, and in a sense reorganized by the entrance of scientific ideas and the pressure of scientific studies; and the whole educational system of the Western world has been going thru a period of great perplexity and confusion because of the necessity of adjusting two different but not necessarily opposing conceptions of education. But the end is not yet, and will not be until both the literary and the scientific education are unified by a profound spiritual conception of the function of education and of the ends which it is to seek.

The significance of the kindergarten movement lies in the fact

that it opens the way for this larger and more inclusive educational ideal, and that it expresses the deep spiritual necessity felt on all sides for such an ordeal. For Froebel's teaching substitutes a vital for a formal or mechanical idea; it interprets the educational function as identical with the vital function; it interprets life itself from the educational point of view, and carries with it the inference that while educational processes and methods are necessarily technical, educational ends and ideas are in no sense technical or professional, but belong as much to the final philosophy of life as the underlying ideals of religion or art.

It is not surprising that teachers who have been trying to satisfy themselves with the study of methods, systems, and conditions should accept with enthusiasm a spiritual philosophy instead of a group of methods, and should find in the ideas of Froebel something which ministers to their own individual lives as well as contributes freshness, variety, and vitality to their professional work.

The kindergarten movement is rendering three or four very conspicuous and vital kinds of service:

First, it has emphasized the necessity of basing education upon psychology; upon a study of the mind of the child. It was Froebel's study of the child-nature which gave birth to the kindergarten and to the group of ideas behind it, and led to the reclamation of two or three of the most important formative years in the child's life for educational purposes.

Second, it has gone far toward bringing the home to educational self-consciousness. It has advanced that conception of education, held as yet by so few, but to be held in the future by all intelligent men and women, which shall coördinate all the institutions of society for educational purposes. The kindergarten has made people understand that the most important school in the world is the home, and the most important teacher the mother. If it had rendered no other service than this, it would have conferred inestimable benefits upon the children of the future, for it is fast making an educated motherhood; a generation of women who will not only understand their opportunities as educators, but who will coöperate with teachers and schools.

Third, the kindergarten attempts definitely and intelligently to develop the creative spirit; that spirit of which, as a rule, formal education has taken no notice, and for which it has made no provision. It is impossible to even suggest in a sentence the transforming power which lies in the appeal to the creative side of men. No greater service could be rendered the race today than to liberate that power; for its liberation would mean joy, peace, and strength; it would mean the coöperation once more of the imagination and the hand in all the toil of life. It would bring back art to the workshop and in the trades, and with art would come a new birth of beauty in the common life of human-

ity. The kindergarten has also brought back that religious element which is the source of all real power, growth, and beauty; the loss of which has impoverished the creative life of the world to such a degree that it has produced depression and pessimism, and has substituted a study of methods, systems, and conditions for a study of the sources of spiritual energy and life. The kindergarten aims at the education of that which *is* as well as that which *knows*.

An educational system which has such a rootage in the nature of man and the needs of the soul has a great future before it. It is often misunderstood, for it demands more from those who endeavor to expound and apply it than any other group of educational ideas. There are too many inferior kindergartens and incapable kindergartners. The bright and entertaining article on "The Kindergarten Child—After the Kindergarten," which appeared in the March issue of the *Atlantic Monthly*, ought to be read by all kindergartners. As a piece of criticism it does not even touch the kindergarten principles. Indeed, it does not so much as hint at the great philosophy of education behind the kindergarten. It is not in any sense an attack on the kindergarten; it is a very vivacious and entertaining exhibition of one fault of some teachers in some kindergartens. There are too many sentimental kindergartners of the "Miss Bessie" type, and the immediate work of those who love the kindergarten in this country is to direct "Miss Bessie's" energies into some other field. To discard the kindergarten philosophy or system because some teachers fail to comprehend the one or to apply the other would be as absurd as to discard religion because some people who believe in it do not understand it and do not practice it, or to discard art because some who avow their devotion to it absurdly misrepresent it. If an educational system were to be discarded because of bad teaching, no educational system now in use could stand for an hour. At its worst the kindergarten, in teaching quality, is probably better and more effective than the primary school; and nobody thinks of abolishing the primary school because some of the women who teach in it are incompetent to do their work. The kindergarten has passed thru the missionary stage and the stage of organization; it has now come to the stage when it must apply to itself the highest standards, and hold its teachers rigidly to them. It has nothing to fear and much to gain from intelligent criticism. In its principles it is unassailable; in its practice some of its disciples have much to learn.

CHILD NURTURE—A REQUIRED STUDY IN THE CURRICULUM OF WOMEN'S SCHOOLS.

VESTA H. CASSEDY, PRINCIPAL NATIONAL PARK SEMINARY.*

IT is conceded by many of the most enthusiastic advocates of the higher education of women that the Woman's College has not yet solved the problem of providing practical preparation for the life of the homemaker. The educators who have planned the college curriculum for men, have conceived it necessary to plan with direct reference to the future employments of the manly life. The diversity of those employments has been the controlling motive in broadening the college curriculum and in compelling the opening of special departments, and has suggested such lines of study, such systems of electives in the university as form the substratum of professional preparation, and insure future success. The future doctor studies his botany, his chemistry, his biology with reference to his probable needs. The future lawyer studies his mathematics, Latin, logic and forensics with his eye on the future jury, and slyly tucking away historical and classical allusions to embellish future discourse and bedazzle future audiences. The future minister studies his Greek and Hebrew and ethics, the civil engineer studies his surveying, the architect his mechanical drawing, the business man his economics, the electrician his physics, the man of letters his literature. Wisely have the curriculum-manipulators shaped the man's preparation to manly needs, economizing time and mental labor in the acquisition of the principles underlying the life work. Unwisely have the projectors of the college course for women utilized, without revision, this same man-made course for the preparation of woman for her destiny. We can easily conceive that if all men were going to be architects, the colleges would modify their courses immediately with

*Mrs. Vesta H. Cassedy, as principal of one of the best equipped women's seminaries in this country, also as an officer of the National Congress of Mothers, and herself a mother of boys, speaks as advisedly as she does eloquently in the above article, which should be carefully considered by every woman's organization. Reprinted in pamphlet form and sent to any address for six cents in postage. Address Kindergarten Literature Company, Woman's Temple, Chicago.

reference to that fact. Inconceivable would it be that years of study would be prescribed which never touched on, or presented as an object of thought, the subject of architecture.

Young women are to be homemakers. Their chief occupation will be the care of a household and the rearing of children. Yet the college course for women is sublimely indifferent to that merely incidental (?) fact. Where in all the work which it offers is to be found preparation for a woman's profession—maternity and home-making? What provision has been made to teach her that upon which her own happiness and that of others will depend—patience with *small* things? Where in all this curriculum is the provision for giving her insight into a child's needs, or sympathy with infantine problems, or knowledge of remedies in accidents, or ability to detect symptoms of disease, or knowledge of the diet adapted to special needs, or of food values, or of invalid cookery, or of care of the sick room, or of the economical use of income, or of the value of money, or of the comparative merit of textile fabrics, or the principles of æsthetics in household and personal adornment, or the care and preservation of furnishings, or the laws of heredity, or the physical laws that must govern her in the fulfillment of her destiny as woman, or the knowledge of self and sex so essential to the best interests of the race, and, incidentally (of course) of the endowing and developing of the physical, mental, and moral nature of children?

These are a few of the real things in the doing or undoing of which her life will be spent. But we are told that the *general* intelligence gained by pursuing a college course, planned for men, will give to the woman the *ability* to do all these things, and *instinct* will do the rest. Instinct applied to children's food is responsible for more deaths in a single year than scarlet fever, diphtheria, and small-pox combined. Instinct applied to sanitation numbers its typhoid victims by the thousands. Instinct applied to disease calls the physician—too late. Instinct applied to character-building endeavors to check the appetite after it is inculcated, blindly strikes at the evil resulting from its own ignorance, destroys with one hand what the other has created. But we are assured that the college-bred girl possesses the *intelligence* that will enable her to perform her life work worthily. As well may we assure a young man who is to be a naval constructor that he needs not to know anything of the special laws

governing shipbuilding; that the general college course provides him with the intelligence to discover the laws of shipbuilding for himself, and if it doesn't his instinct will supply the rest. Acting upon instinct, our girls of eighteen may marry and create human beings. But our boys of eighteen may doctor those beings only after four years of college and three years of professional training have fitted them to repair the bodies which it has taken no special training or knowledge or preparation to create. A man makes a fortune in stock raising by regarding the laws of reproduction, and then, by instinct, provides improvident grandchildren to dissipate the fortune he so laboriously accumulates.

It is incontestible that under our present system a young woman graduates from college out of sympathy with her life work. There has been little or nothing in the objects of thought which have occupied her mental horizon up to graduation to put her into conscious harmony with her future in the home. We use the words "conscious harmony" advisedly. For we do not contest the fact that she has gained intelligence and power, but simply that in gaining these things she has not been made to exercise her intelligence upon subjects relating to her own future, and consequently she is not consciously in sympathy with it. Therefore it happens that between her and the home, the scene of all her future work, there is an hiatus. There comes a painful period of adjustment after graduation which quickly disillusiones the sweet girl graduate. Life roughly jostles her into a knowledge of actual conditions. The home asserts its claims. The school has not taught her to expect this.

The child is the natural bond between the home and the school. As the child is the chief element of the home, the representative of all its interests, the object with reference to which all the conditions of the home must be planned, the center of all thought-effort for the mother, why should it not, therefore, be present, and the thought of it be regnant in the training of the potential mother—the young woman at school? Would not her training there take on a new and vital meaning in view of the direct uses to which she is to apply it? Would she not pursue the dull disciplinary studies with new enthusiasm, if she realized that her mathematics meant the development of reasoning powers which, transmitted, would enable her future child to make

just and wise decisions; or her Latin meant the transmission of the power of suspending judgment and avoiding hasty conclusions? Would she not study her logic to enable her to form right conclusions as to the child's welfare, or her chemistry to enable her to provide it with proper diet, or her pedagogy to direct its educational interests, or her psychology to help her to interpret the laws of its being, or her sociology to enable her to comprehend the social conditions which it will have to face, the problems it will have to solve? Would she not do her gymnasium work more efficiently in order to develop the best possible body with which to endow the race, or her music to create the cultural atmosphere of the home, or her art to beautify it, or her elocution to gain power of expression and of eliciting in return the confidence of her child thru perfect understanding? All these definite ends may be subserved by the subjects of study prescribed in the colleges for women; but the reason for pursuing them has been carefully eliminated—*the child*; that makes it all worth while.

We have been sighing for unity in education. Here is the unifying principle in the whole training of women—the child.

But to make this training complete new texts must be written, old texts must be revised, whole subjects designed for man-training must be eliminated or supplanted with whole realms relating to the woman life. Emphasis must be placed upon specific subjects, new methods employed, new lectures devised.

What a rattling about among the dry bones of classical mummies there would be if such a plan were to be seriously attempted! We would take a little child and set it in our midst, and reverently revise our whole training with special reference to its needs. We would stop at once this insane desire to have our young women accomplish a like amount of text-book work in the same texts and in the same time as that prescribed for our young men. We would cease to chatter about *identical* and talk of *equivalent* training. We would require from our young women, as from our young men, the same strong, mental discipline, the same standard of excellence, the same earnestness of purpose, the same degree of culture, but we would direct all these to a definite end with reference to specific needs.

The chief thing lacking in woman's education hitherto has been a definite purpose. Tell a college man that his college

course is to fulfill simply the ethical purpose of making him a more efficient instrument of good; hide from him all ulterior rewards; take from him all incentive derived from ambitions to be fulfilled—power, place, position, “doing something” in the world—and we cannot deny that the immediate effect upon the college course would be to render it powerless to elicit the best energies of its men. Yet this is exactly what we have done with our young women. We have taught them to treat lightly, to minimize, to scorn; nay, our false modesty has insisted that they even *think not* of the profession of maternity, for which heaven has unmistakably designed them. Thruout their college course we have excluded from their thought the field of their future usefulness, the object of their culture, and then some of us have been astonished that our graduates seek methods of expression, employment and scope for their energies *outside* of their homes—that they desire a “career” for themselves. And yet, if peradventure one of them openly avows the intention of leading a domestic life, we are secretly inclined to think her education wasted. The reason of all this is not far to find. We have educated our college girl by the same methods, by the same texts, principles, and incentives that we have applied to whip and spur our manly youths to make records for themselves, “to do something” to challenge the attention of the world. If we want our girls to come out of college with a sympathy with all the interests of the home, then we must give them the home as an object of thought thruout their course of training.

One of the most direct, practical, and efficient means of doing this is to make kindergarten training* a requirement in every college course, and open in connection with it a kindergarten for the practical application of principles acquired. A kindergarten is a character-forming school.

Where could a young woman more readily acquire the special knowledge, the principles underlying child-training, than in the kindergarten, which makes every phase of child character, every condition of child development, the subject of reverential study?

Where could she better test the efficiency of her methods, the applicability of her present training, than by attempting the practical formation of character under the guidance of the expert kindergartner?

Where could she get such inspiration for her own develop-

*A course of kindergarten weekly lectures has been introduced into the National Park Seminary, conducted by a well-equipped kindergarten training teacher. See editorial account elsewhere in this issue.

ment as here, where she would soon discover her own limitations and make haste to supplement them while the opportunity still existed for her?

Where could she better learn the necessity of acquiring a perfect physical development for herself than in the study of children whose diseased bodies proclaim their birth from ignorant, undeveloped, nature-outraging mothers?

Where could she better learn the necessity of acquiring mastery of desire, than with children whose lawless "I want" must be transmuted into the "I ought to have," which alone will render them safe and reliable citizens?

She would learn the laws of right living herself in attempting to impress them upon children.

She would introduce method into her own choices as she inculcated Froebel's law of preference.

She would herself acquire perfect tact and sympathy as she responded to the unlimited demands made upon them.

She would broaden her own ideals as she attempted to realize those of the child mind.

She would go back to her own disciplinary study with the object of acquiring the ability to transmit the spirit of devotion to duty.

She would slay in herself the spirit of self-seeking and aggrandizement as she realized, thru her teaching, the law of *happiness thru service*.

She would seek in every branch pursued the direct application to her own life work, and she would see that failure in her life work is inevitable unless she develops her own being to meet these future demands.

It is scarcely conceivable what such a scheme of education would accomplish for the next generation of children, and consequently for the race. There is, of course, the chronic objection that all women are not to be mothers; to which we reply, in mental capitals, *The childhood of the race is committed to the womanhood of the race*, whether they are physical mothers or not. Our kindergarten friends are right in saying that the child is the hope of the race. We go one step back of that and say that the mother of the child is the source of that hope; and we as educators would have her so prepared for her work, so furnished with the special knowledge and best wisdom of the ages, so imbued with reverence for her divinely appointed task, that there shall result what the world has never seen—a perfect child. Then the millennium.

TOPICAL OUTLINES FOR MONTHLY MOTHERS' MEETINGS.*

MARY LOUISA BUTLER.

ANSWERS TO QUESTIONS CONCERNING SPECIAL CASES.

Of the many questions that have recently come to my desk the majority relate to two things, "Book Lists" and "Organization."

In these columns, during the year, books for studying special topics have been suggested, and, with one exception, it is not my thought now to add to these. Each list given might have been greatly lengthened, but enough books were named for beginnings, and the hope was that these would stimulate to deeper research, and in themselves suggest other printed works. Since writing of "Pictures, And How to Utilize Them in the Home," Ginn & Co. have issued an inexpensive volume, "Hoyt's World's Painters," that is so full of condensed, interesting information that I wish it were to be found and used in every home where there are children. Its study would certainly lead many people to closer investigation of our art libraries.

In organizing a mothers' club how do you begin, and how do you awaken the interest of mothers?—*Mrs. E. N. S.*

This depends much upon the standpoint from which one works. The two classes of people who have most largely entered this field of work are kindergartners and primary Sunday-school teachers. The kindergartner often begins by inviting the mothers to meet at the kindergarten room to celebrate some special occasion, such as Christmas, Thanksgiving, or Froebel's birthday. At these first meetings the social element is largely in evidence, and the children act as hosts and hostesses. The ice now being broken,

*Miss Mary Louisa Butler served as organizing secretary of the First National Congress of Mothers; is also broadly known as a Sunday-school worker and writer, as well as author of that useful "Handbook for Mothers." She has spent many years in Child-Study and Mother-Study, and from her broad experience will bring to this work the helps that seem best fitted to meet practical needs. Any of the books referred to in above outlines furnished on application by Kindergarten Literature Company. These outlines in leaflet form 30 cents per hundred, assorted if desired. Subjects now ready as follows: "Children's Companions;" "The Bible in the Home;" "Other People's Children;" "Pictures, and How to Utilize Them;" "Discipline;" "Patriotism;" "Untruthfulness;" "Music in the Daily Home;" "Character Building."

the next step is easier, and not much urging is necessary to induce mothers to meet regularly to study and discuss those things that relate directly to their children's welfare.

The mother heart is the same in whatever social circle it is found, and few can resist the advances of a true woman earnestly seeking to benefit mothers, home, and children.

The primary teacher usually works by similar methods, the program differing only to meet the needs of those in her care.

A busy mother in Connecticut, wishing to start a mothers' meeting, began by herself reading a book on child study that a friend had recommended. This was loaned to other mothers in the neighborhood, and after a few weeks a meeting was held to discuss the book. Not many mothers were present, but enough to form a nucleus for future work.

A lady in Holland writes: "Do fathers assist at the meetings, and do they interest themselves in this educational movement?"

The fathers gladly assist when meetings are held in the evening. With every mothers' association this ought to be done three or four times each year. As a rule, fathers do not actively interest themselves in this movement, but are usually quite willing to be interested. The "Handbook for Mothers" gives detailed suggestions for formal organization, but in many instances it is far better to begin with informal meetings, and so continue until the interest is broad and deep enough to have a well-organized, officered association. No general rule can be given to fit all cases. Conditions and circumstances vary, and all action should be adapted to these, whatever they may be.

Mrs. J. A. writes in substance as follows: "Ours is a small town of a few thousand inhabitants, and we want to start a free kindergarten. There is wealth enough among us, but our greatest hindrance is the conservative elements that do not take kindly to new movements, and will not interest themselves to the extent of investigation. What remedy can you suggest?"

This question is a serious one, and found daily in many places. The real truth is, such people are too self-centered or, if you please, selfish. Their days begin, continue, and

end with self. The first thing to be attempted is to lead them outside of themselves. Could not the story of Froebel and his life work be so attractively presented that they would unconsciously become interested, first, in the man himself, and then, in what he tried to accomplish? This done, study some of the principles on which his work was based in such books as "Froebel's Educational Laws for all Teachers," by James Hughes, and the several books to which the author refers in this book; also "Letters to a Mother," by Susan E. Blow. Try then to honestly answer the question, "Will our children be better and stronger men and women for having had very early training along such educational lines?"

Intelligent, interesting information is often an open door to great and lasting results. Employ only first-class, thoroughly prepared teachers. A poor teacher does more harm than good.

But whatever you do, do all in the spirit of love and avoid any approach to antagonism. Keep close to the center, and remember always that the greatest center is a true, loving heart.

"If thou the truth wouldst teach, thou must be true thyself."

Only Four Books for your Summer Reading.—We commend the following four books for your summer reading, and will send the same to any address, postage prepaid, for \$4.50. Address Kindergarten Literature Co., Chicago, and refer to this offer:

Letters to a Mother (new), by Susan E. Blow, \$1.50.

That Last Waif, by Horace Fletcher, \$1.50.

Froebel's Educational Laws, by James L. Hughes, \$1.50.

Children of the Future, by Nora A. Smith, \$1.00.

Normal Training Exchange

For Primary Teachers and Kindergartners.

THE following matters have been contributed to this department in response to our call for humor and laughter helps. Should these call others to the minds of our readers, we should be glad indeed to have them sent on:

KIKIRIKI—KIKIRIKOO.

Climbing, climbing, up he goes,
Rooster who so early crows,
Telling when the morn is come.
Kikiriki! Kikirikoo!
Climbing, climbing, down he goes,
Morning is here as each child knows.

This is a happy nursery play which our babies enjoy *ad infinitum*. The "pointer finger" and "tall man" imitate the deliberate climbing of the rooster, beginning at baby's breast and moving in stately tread up over neck, mouth, nose, and forehead to the crown of baby's head. When "rooster" reaches the top he sounds the "Kikiriki! Kikirikoo!" and having announced his clarion descends again in dignity.—CONTRIBUTED.

"ENOUGH TO MAKE A CAT LAUGH."

"How much does a magic lantern cost?"

"A little one costs fifty cents."

"Might as well cost fifty dollars" laughed our little boy, "for I've saved only two cents since Christmas."

"What have you done with all you've had since then," asked Miss Ellen.

"Oh, papa's birthday comes in January, and I surprised him with a lovely book about birds; and I put just a little in the big bank, where it has to stay until I go to college; and then there came Easter savings for flowers for sick children; and now I do want a magic lantern, but I'll have to let want be my teacher, mamma says."

"What do you want a magic lantern for anyway?" asked another little boy.

"To make the others laugh; you ought to see how funny the pictures are, and they seem to move just as if they were alive."

Miss Ellen had heard of want being the master, but she had

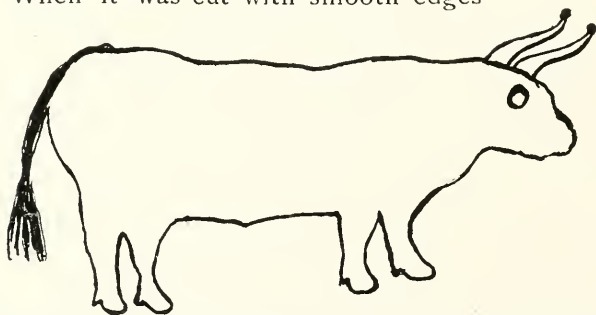
never thought about wanting to be a teacher before, and the new thought pleased her.

She asked the merry little boy to spend an hour with her in the spring vacation, and without telling him all her plan, asked him to draw a picture of a cow about as large as his hand. He drew one that looked like the one below.

I am sure no one would call this a picture of a cat, because our little boy did not forget the cow's horns; and I am equally sure no one would take it for a picture of a rabbit, because it has a tail quite unlike the tail of a rabbit; nor would anyone think it meant for a picture of a deer, for no one ever saw buttons on the horns of deer.

Miss Ellen gave the boy a pair of scissors and told him to cut the picture of the cow exactly on the lines, and to punch a hole in the paper for the eye. The picture had been drawn on an old box cover, so it was no very easy task to cut it out neatly, but our Merry-boy liked to do hard things.

When it was cut with smooth edges



Miss Ellen told Merry-boy to paste a bit of string across the wrong side of the cow from her head to her tail. The string was three yards long. Now the fun began!

They did not wait for night and a dark room, but Miss Ellen held one end of the string while Merry-boy held the other, and putting the cow behind the curtain of a sunny window they had a moving picture by drawing the string back and forth.

Merry-boy was not slow in learning his lesson of good Teacher Want, and the cow had not made more than three plunges across the curtain before he said: "She is looking for a moon to jump over! Just wait a minute, bossy, and I'll give you a fine new moon. In less than a minute a little moon was out and a string was pasted to it. Now Miss Ellen and Merry-boy had to use both hands to keep the cow and the moon both moving, and if the moon sometimes jumped over the cow, or was tossed on her horns, it only added to the fun.

Of course Miss Ellen and Merry-boy could not enjoy a show like this all by themselves, so the kindergarten children were all invited to see it. Merry-boy forgot all about the cost of magic lanterns while he cut out dishes and spoons to run after each other across the curtain, and when the children were going home from this little shadow show Merry-boy said to Miss Ellen: "It was enough to make a cat laugh, wasn't it?"

SARA E. WILTSE.

THE STORY OF CHICKEN LITTLE.

[By request. Reproduced from memory; the editor does not know the author.]

There was once a little chicken that lived away out in the country on a large farm, and he was so very small that people called him "Chicken Little." Chicken Little usually played in the farmyard with the goslings, the ducklings, and the other downy chicks, but one day a careless boy left the gate open and Chicken Little wandered out into the large garden which belonged to the farm. There, with two little comrades who likewise had ventured into a new world, he scratched in the ground and had a delightful dust bath, and practiced clucking like the big mother hen. All at once, without any warning, Chicken Little gave a sudden jump, for he felt something fall on his tail. Frightened as could be he turned to his fellow-chicks:

"Oh dear, the sky is falling," he said.

"Why, Chicken Little, who told you so?"

"Why, I saw it with my eyes and heard it with my ears, and a part of it fell on my tail."

"Let us go and tell Hen-Pen," so they hurried away to find Hen-Pen.

"Oh, Hen-Pen," cried they, "the sky is falling."

"Why, who told you so?"

"Chicken Little told me so."

"And who told you so, Chicken Little?"

"Why, I saw it with my eyes and heard it with my ears, and a part of it fell on my tail."

"Let us go and tell Duck-Luck." And away they all went to tell Duck-Luck.

"Oh, Duck-Luck, the sky is falling."

"Why, who told you so?"

"Hen-Pen told me so."

"And who told you so, Hen-Pen?"

"Why, Chicken-Little told me so."

"And who told you so, Chicken-Little?"

"I saw it with my eyes and heard it with my ears, and a part of it fell on my tail."

"Oh dear, let us go and tell Goose-Loose." So they all went away to tell Goose-Loose.

"Goose-Loose! Goose-Loose! do you know that the sky is falling?"

"Why no, who told you so?"

"Duck-Luck told me so."

"Well, Duck-Luck, who told you so?"

"Hen-Pen told me so."

"Who told you so, Hen-Pen?"

"Chicken Little told me so."

"How do you know, Chicken-Little?"

"Why, I saw it with my eyes and I heard it with my ears, and a part of it fell on my tail."

"We must go and tell Turkey-Lurkey." So they flew, or waddled, or ran to where Turkey-Lurkey was gobbling away, as he strutted about in the sunshine with his tail spread out grandly like a sail.

"Oh, Turkey-Lurkey," they cried, "the sky is falling."

"Indeed," he said haughtily, "who told you so?"

"Why, Goose-Loose told us so."

"And who told Goose-Loose so?"

"Duck-Luck told me so."

"And who told you so, Duck-Luck?"

"Why, Hen-Pen told me so."

"And who told Hen-pen so?"

"Why, Chicken-Little told me so."

"And who told Chicken-Little so?"

"Why," said Chicken-Little, "I saw it with my eyes and I heard it with my ears, and a part of it fell on my tail."

"Indeed! I think we had best refer the matter to Pigeon-Wigeon, who often flies so close to the sky;" and so Turkey-Lurkey, Goose-Loose, Duck-Luck, Hen-Pen, Chicken-Little, and many others of the farmyard society, all hurried away to the pigeon house, where Pigeon-Wigeon sat pluming his feathers in the sunny air.

"Pigeon-Wigeon," they called to her in chorus, "do you know that the sky is falling?"

Pigeon-Wigeon looked up into the clear, blue sky, with its feathery clouds. "Why no," he said, "who told you so?"

"Turkey-Lurkey said so."

"And who told Turkey-Lurkey?"

"Goose-Loose told me so."

"And who told Goose-Loose?"

"Duck-Luck told me so."

"And how did Duck-Luck know?"

"Hen-Pen told me."

"And who told Hen-Pen?"

"Why Chicken-Little told me."

"And who told Chicken-Little?"

"Why, I saw it with my eyes and heard it with my ears, and a part of it fell on my tail."

The pigeon looked at them all and again up into the sky, and

then he flew away into it without saying one word; and, children, what do you think had really happened? While Chicken-Little and his friends had been playing beneath a rosebush, a soft wind had scattered the petals of a rose and one of these, fluttering down, had fallen on Chicken-Little's tail, and funny Chicken-Little thought that the whole sky was falling.

THE MEASURING WORM.

"Oh! mamma, tell me quick, please,"

Cried little Tommy Pinch;

"How many feet it takes now

To measure off an inch?"

"Why, Tommy," smiled his mother,

"I learned a different rule;

'Twas inches went to make a foot

When I once went to school."

Open your hand, and close your eyes;

Don't let one finger flinch,

You'll see it takes just ten small feet

To measure off an inch.

BERTHA JOHNSTON

MOTHERHOOD—AN EASTER ALLEGORY.

She laid it where the sunbeams fall
Unscanned upon the broken wall;
Without a tear, without a groan,
She laid it near a mighty stone,
Which some rude swain had haply cast
Thither in sport, long ages past,
And Time with mosses had o'erlaid,
And fenced with many a tall grassblade,
And all about bid roses bloom,
And violets shed their soft perfume.
There, in its cool and quiet bed,
She set her burden down and fled;
Nor flung, all eager to escape,
One glance upon the perfect shape
That lay, still warm and fresh and fair,
But motionless and soundless there.
No human eye had marked her pass
Across the linden-shadowed grass
Ere yet the minster clock chimed seven;
Only the innocent birds of heaven—
The magpie, and the rook, whose nest
Swings as the elm tree waves his crest—
And the lithe cricket, and the hoar
And huge-limbed hound that guards the door
Looked on, when, as a summer wind
That, passing, leaves no trace behind,
All unappareled, barefoot all,
She ran to that old ruined wall,
To leave upon the chill, dank earth
(For ah! she never knew its worth),
Mid hemlock rank, and fern and ling,
And dews of night, that precious thing.
And there it might have lain forlorn
From morn to eve, from eve to morn,

But that, by some wild impulse led,
 The mother, ere she turned and fled,
 One moment stood erect and high;
 Then poured into the silent sky
 A cry so jubilant, so strange,
 That Alice, as she strove to range
 Her rebel ringlets at her glass,
 Sprang up and gazed across the grass;
 Shook back those curls so fair to see,
 Clapped her soft hands in childish glee;
 And shrieked—her sweet face all aglow,
 Her very limbs with rapture shaking—
 "My hen has laid an egg, I know;
 And only hear the noise she's making."

CHARLES S. CALVERLEY.

IS THE FOLLOWING HUMOROUS?

1. In a kindergarten in this city, a little before Easter, the talk was on the calla lily. The kindergartner was trying to emphasize the appearance of the lily bud, and asked who could tell her the name of the calla baby flower. A dear little boy said, "I can; it is *Callahan*."

2. A little girl in our own kindergarten attended a Salvation Army meeting. Next morning she told her story and sang a verse of a hymn, one line of which, "My burden rolled away," seemed to impress her. I asked her what kind of a burden it was. She replied, "I think it was a *black bird*."—*M. J. B. W.*

This department has been heartily appreciated by the many teachers who are looking to a closer convergence between the lines of kindergarten and elementary school work. The following letter bears testimony to the usefulness of our NORMAL TRAINING EXCHANGE, and we are glad to print in full a statement dated April 9, 1899, made by a Western training teacher:

No woman ever attempts to interpret Froebel to another without knowing that a great responsibility is the price of the sacred privilege. As the teacher of a small training class, of necessity doing most of the work myself, I find myself likely to fall the prey to one of two fears: Is my work so diffuse and "broad" that it is not thoro? Then swinging away from that, "am I growing too technical and narrow?" It is here that the Normal Training Exchange proves itself a wellspring of good to me; for in writing of the work freely and informally, as these good helpers do, beside the definite words which their pens trace they communicate those untellable things between the lines, we catch the attitude they bear to many a puzzling question, and quite unknown to themselves they send off wee whiffs of the very atmosphere in which they live and serve. *The isolated worker is alone no more.* Once a month at least her bark touches port, and she may feel the pulses of the world.—*Harriet Hickox Hellar, Omaha, Neb.*

MOTHER-PLAY BOOK STUDY QUESTIONS.*

FOURTH SERIES. IX.

SUSAN E. BLOW.

Lesson of the Cuckoo.

(See Froebel "Mottoes and Commentaries;" also "Songs and Music.")

[EDITOR'S NOTE—Miss Susan Blow's new book is called "Letters to a Mother." This book discusses in an untechnical but direct way the questions which have made up this study series. Mothers and teachers who have repeatedly written for additional help in their study of this course will find their help in "Letters to a Mother." Price \$1.50. Sent by return mail by addressing Kindergarten Literature Company.]

SONG OF CUCKOO!

CUCKOO! cuckoo!
The cuckoo calls you, dear.
Cuckoo! cuckoo!
Call back and he will hear.
The cuckoo is alone,
He wants my little one,
Ah, now you've found him, dear;
You will both be happy here.

2627. Define the difference between the play of the Cuckoo and the play of Hide and Seek.

2628. What does Froebel mean by the statement that the salient characteristic of the Cuckoo play is union in separation and separation in union?

2629. Can you connect this statement with Froebel's definition of man as *gliederganzes*?

2630. Is it true that spiritual solidarity is the condition of spiritual development?

2631. In what sense is spirit independent?

2632. In what sense may the individual spirit be said to be dependent.

2633. How is this paradox of spirit, that it is both dependent and independent, solved in love?

2634. What is its final solution?

2635. How is the consciousness of union in separation and separation in union the root of conscience?

*Began in issue of KINDERGARTEN MAGAZINE, September, 1895, Vol. VIII. Back series can be furnished to a limited number of applicants only. Correspond for rates.

2636. What is conscience?

2637. What do you know of the evolution of conscience?

2638. What is the relation of conscience to imagination?

2639. When we study the evolution of literature, do we find therein any clue to the development of moral ideals?

2640. What moral problem is proposed in the *Œdipus* of Sophocles?

2641. What problem is proposed in the three great dramas of *Æschylus* which relates to the murder of *Agamemnon* by his wife, the murder of *Clytemnestra* by her son, and the deliverance of *Orestes* by *Athena* and *Apollo*?

2642. Name a few of the problems stated and solved by *Shakespeare*.

2643. Describe and explain all the details of the picture illustrating the *Cuckoo Song*.

2644. What is the *great spiritual sun* referred to in the last paragraph of the *Commentary*?

2645. What practical suggestions can you make with regard to the awakening of conscience?

2646. From what commentaries of the *Mother-Play* have you gained most insight with regard to the awakening of conscience thru the evolution of ideals?

2647. What is the first form of freedom?

2648. What is the second and higher form of freedom?

2649. How is the ascent made from the first to the second form of freedom?

2650. What practical defects in many kindergartens are due to the failure of the kindergartner to make the distinction between abstract and rational freedom?

2651. Who is the great educational apostle of abstract freedom?

2652. Will you quote some of his statements and illustrations?

2653. What do you understand to be the attitude of *Froebel* toward this question?

2654. Please quote some of his statements and illustrations, and explain wherein his point of view differs from that of *Rousseau*?

GRETCHEN AND THE GIANT.

MARY E. MULFORD, CHICAGO.*

ONCE upon a time there lived in a village near some high mountains of Switzerland a very pretty little white goat. This little goat was one among the many herds which grazed on the mountain side, and gave milk which was made into cheese by the villagers and sold. The name of this little goat was Gretchen, and she was so pretty and white and sleek, and had firm, strong, dainty legs, and clean little hoofs which sounded "tap-tap" as she sprang from rock to rock on the mountains. Gretchen had heard many stories of three great giants who had once or twice come to the mountains, and once she had herself heard the echo in the valleys of a heavy rumble, caused by one of these giants while striding over the mountains on his way to Giant Forest, a hundred leagues away, where he and his two brothers lived. You may be sure Gretchen was very curious, and would have given her white coat to peep at one of them from behind a rock or crag, but she had never dreamed of coming face to face with one as she did on the day I am telling you about.

Gretchen was frisking and jumping from boulder to boulder along the side of a little mountain stream, which flowed along gently till it reached a certain steep crag, and then pitched headlong down to the foot of the mountain, where it swelled out and on into a deep, wide, heaving lake. The sun was shining and she looked up at the sky with surprise as she heard a long rolling sound like a coming thunderstorm. There was no sign of thunderclouds, but the noise grew louder and nearer, like the measured tread of tramping herds, and Gretchen's heart beat faster as she remembered this sound, and said to herself, "The Giants!" She stood quite still, as, with a tread that had made everything beneath it crackle and snap, an immense giant swung into sight before her and seated himself on the biggest rock he could find. Now this big fellow no more saw Gretchen than he had noticed the mountain wild flowers; so she stood still looking

*"Gretchen and the Giant" is an original story, written as a class exercise, by Miss Mulford, while a senior student of the Chicago Kindergarten Institute, 1899.

at him. He was three times as tall as any man in the village, and could have carried an ox in his belt; his hands looked as strong and mighty as the roots of big trees. He had such a savage, hairy face, and big sharp teeth that when he leaned his head against the rock and yawned, Gretchen jumped with fear. This made him look at her and then speak. At the sound of his voice poor Gretchen's head buzzed, and she thought her ears would split. He saw this and grinned, and said that he was hungry and wanted something to eat. Then Gretchen was terribly afraid, for she knew that altho she was so little he would begin by eating her. She thought of the herds on the mountain side not far away, and of the good people in the village.

The giant told her he had traveled many leagues since sunrise, and that she must tell him the very quickest way to get to the village; that he was the strongest of all his brothers and had come to take the best herds and flocks, so that he and his brothers might have all they wanted. Gretchen knew what that meant, that all the village might be destroyed, for they were brave men and would not give up their own without a struggle.

"Why don't you work?" asked Gretchen, "and then you would not come here to rob those who do?"

The giant took out a long knife from his belt and sharpened it.

"I tell you I am stronger and bigger than all my brothers, and I can do anything in the world, and I don't have to work. To prove to you that what I say is true," he said, "I will give you a chance to save your life and the village. If there are even three things that I cannot do that you can do, I'll leave you and the village; but if you fail," said the giant, grinding his teeth, "I'll eat you up and I'll make these mountains the home of the 'Three Brothers.'"

After thinking awhile Gretchen said, "Lie down in my bed"; and she showed the giant a tiny-sheltered nook between two mountain crags, overhanging a fathomless abyss of cliff. Now, one of the giant's ears could not have rested safely or comfortably in this unusual bed.

The giant frowned angrily, but Gretchen continued: "Go bring me an edelweiss," and she motioned to the snow-covered peaks stretching thin and white against the sky. The giant started, got almost to the summit, slipped, clutched and raged, for he did not dare risk his weight and size in this task, "espe-

cially," laughed Gretchen to herself, "as he didn't even know what the edelweiss looked like."

By this time the giant was terribly angry, and stormed around and gnashed his teeth, as Gretchen told him for the last trial to see if he could beat the little mountain stream in a race to its outlet. Swinging his club and striding eight feet at a time he dashed down the mountain side at such a tremendous rate that he lost his balance, and as the mountain shook and trembled beneath him he tumbled crash, smash, splash, into the deep, wide, heaving lake at the foot of the mountain. One thing more this giant could not do, that was to swim; so he never went back to Gretchen, or to the village, or the mountain, or his mighty brothers.

IT is not merely begetting that makes the father, but also the imparting of a noble education.—*Chrysostom*.

"KEEP your eyes fixed upon the stars," says a German proverb, "but do not forget to light the household candles by the way."

THE kindergarten is based on the needs of child life. It is not a question of rich or poor. The private kindergarten as well as the free is a necessity in that community where the kindergarten is not a part of the public school system.—*Eliza Blaker*.

WE may say without hesitation that elementary instruction has been, in sort, a redemption of humanity. Freely distributed by the community, it is one of the brightest illustrations, and truest, of social solidarity.—*M. Levasseur, French statistician*.

"FAITH in human nature and in individuals is the secret of success in all reform movements. Nothing is more needed in attaining to social salvation than a new baptism of faith in humanity. The kindergarten has shown that faith is creative in the effects of this principle upon the children. That faith is the constructive power of the universe needs recognition in social life."

LET us be like a bird one instant lighted
Upon a twig that swings:
He feels it yield; but sings on unaffrighted,
Knowing he hath his wings.

—*Victor Hugo*.

EXPANSION OF THE KINDERGARTEN MOVEMENT IN FIVE IMPORTANT DIRECTIONS.

- I. CHILD NURTURE, A REQUIRED COURSE IN NATIONAL PARK SEMINARY—II. SHALL THE STATE TRAIN THE PUBLIC KINDERGARTNERS?—III. COLLEGIATE COURSE FOR YOUNG WOMEN INCLUDES PSYCHOLOGY OF CHILDHOOD—IV. ENGLAND HAS AN OFFICIAL KINDERGARTEN PUBLICATION.—V. THE LONDON SESAME HOUSE FOR HOME-LIFE TRAINING.

THE National Park Seminary for Young Women is situated in a beautiful wood at Forest Glen, Md., a twenty-minute ride from Washington. Mr. and Mrs. John A. Cassedy are in charge of the seminary, which includes a faculty of twenty-four teachers and specialists. Thru the personal interest of Mrs. Vesta H. Cassedy, who has been one of the officers of the National Congress of Mothers, a required course of study in child nurture is now being introduced into the already comprehensive curriculum of this well-established girls' seminary. This is the first woman's school which provides special training for its young women in the all-important work of child rearing. Under the personal supervision of Mrs. Cassedy, Miss Josephine Simrall will conduct the lecture study course along kindergarten lines. Miss Simrall comes from the Cincinnati Kindergarten Training School, having had charge of a kindergarten in the Bartholomew English and Classical School of that city during the past year. This departure will be watched with great interest, and already stands as a rebuke to the public statement made recently by the principal of an eminent woman's college of the East, to the effect that all matters of child culture "should be left to natural instinct." One general lecture is given to the entire school of 175 favored young women on Tuesdays, followed by "quiz" classes daily. Notebooks are used freely, and collateral reading is prescribed. Mrs. Cassedy, in writing of this new work, says: "I have strong hopes of success in our experiment. I believe in it heartily, and while we do not expect to accomplish a great deal this year, the way is being prepared for another year. Every day that I give the subject thought and attention I become more intensely interested in it, and more thoroughly convinced that it is the *solution* of the educational problem of women, and I feel confident that this step of ours is big with destiny."

Miss Simrall, who is privileged to carry out these innovation plans under Mrs. Cassedy, writes as follows of the new work: "Scarcely six weeks having elapsed since the work was first begun here, but we already feel sustained in our belief that it is destined to become an important feature of the general education of a girl, not only in the secondary schools, but also in the normal school, and the college. We have presented this course to the student in a series of lectures, using the underlying thoughts of certain of the Mother-Plays as the texts of our discourses.

"The development of the text in each lecture has been along the general line of character growth and life culture, rather than the specific line of child culture. The average schoolgirl is not in particular sympathy with child life, and her interest is more quickly gained by a study of her own needs and development. The weekly lectures have been followed by quiz classes, in which the thought of the lecture has been elaborated by a free discussion. It is impossible to speak after a six weeks' experience of the real value of the work accomplished, but even this short trial of what such a course of study may do for the student gives us golden hopes of its future successful development."

Which will be the next woman's college or seminary to fellow this new and altogether reasonable departure?

SHALL THE STATE TRAIN HER KINDERGARTNERS?

Of the 164 state normal schools in the country, thirty-six provided some kind of kindergarten training, varying from a two years' course to six months. The Milwaukee State Normal School has undertaken this all-important department of work, in a deliberate and judicious way. The president selected for his training teacher a woman with normal school and public school experience, as well as kindergarten training, and gave her a year's leave of absence before she entered upon her special department work, in order that she might prepare herself with direct reference to its needs. After two years' service, the director of the Kindergarten department of the Milwaukee State Normal School, Miss Nina C. Vandewalker, gives out the following account of the work, which we commend to the careful reading of all public school patrons:

The introduction of the kindergarten into the public school system is one of the current educational movements. In St. Louis, Boston, Milwaukee, Philadelphia, New York, Chicago, and several other large cities, kindergartens form an organic part of the school system, while many smaller cities, including several in Wisconsin, have begun the movement by organizing one or more.

With the kindergarten a part of the public school system, the training of the public school kindergartner would seem to fall naturally to the normal school, the agency that trains teachers for other lines of educational work. But few normal schools have attempted this as yet, however, and the majority of kindergartners are trained in private schools varying in standard of admission, length of course, and quality of work. While many of these are excellent in their own line, from the nature of the case they can give their students little or no contact with, or insight into, the general work of the public school system.

The Milwaukee State Normal School is one of the few normal schools in the country, and the only one in Wisconsin, which offers a strong kindergarten training course, two years in length, and fully equal to any of the courses offered in the school. Since none but graduates of four years' high schools are admitted, and the course includes several advanced academic branches, a degree of scholarship is insured not often found in the kindergarten graduate. The kindergarten students are placed upon an equal footing with other students in the school, and have all the privileges resulting from membership in a large, well-equipped institution. As in other courses, no tuition is charged to residents of the state, or those intending to teach in it. Special courses, adapted to the needs of kindergartners are given in music, drawing, history, and physical culture, by the specialists in those branches in the normal proper.

The instruction in the theory and technique of the kindergarten is based

upon the development of the child as shown by modern psychology, and illustrated in Froebel's Mother-Play Book, the "Education of Man," and other literature pertaining to the subject. The kindergarten as an institution is intended to meet the educational needs of children between the ages of three and six—the period when the play impulses are at their height—and to educate them by means of the various forms of play characteristic of this period. In consequence, the kindergartner needs a knowledge of the child during the period of play, but she needs no less a knowledge of his development during the preceding period of his infancy, and the succeeding school period. To give the required knowledge of the child during these successive stages of his development; to study the characteristic activities of each, i. e., his various forms of play and work, and to determine the means of directing his activities into educational channels is the purpose of the work in kindergarten theory. To gain a knowledge of the agencies the kindergarten employs—the songs, games, gifts, and occupations—is the purpose of the work known as kindergarten technique. In both of these the aim is to show the theory and practice of the kindergarten in their relation to educational procedure in general. With this in view, a course in primary methods is included, with courses in sloyd and related work optional. Opportunity for observation and practice in the primary department is also given in addition to the required practice in the normal school kindergarten. The work in psychology, the history and science of education, and the required professional reviews in the common school branches is all given by the regular teachers in those subjects, that the kindergartner may see her own work in its true educational perspective.

When the kindergarten becomes a part of the school system legal qualifications are as necessary for the kindergartners as for the grade teachers. The Milwaukee State Normal School confers a diploma upon its kindergarten graduates similar to that given to those completing any other course, which is a legal qualification to teach for one year, without examination, in any kindergarten in the state supported by public funds. Upon furnishing evidence of a year's successful work to the state superintendent the diploma is countersigned, and it then becomes a life certificate to teach in any of the public kindergartens in the state of Wisconsin.

The demand for graduates of the kindergarten course is constantly in excess of the supply. Most of the graduates have remained in the kindergartens in the city of Milwaukee, however, and hence the work of this department is little known in the state. There have been several calls for such graduates from different parts of the state within the past two years, which the department has been unable to fill, but it hopes to be able to meet all demands in the future. Kindergarten work offers an inviting field to those having natural qualifications and suitable educational equipment. The attention of parents, school authorities, and prospective students, or any others directly or indirectly interested in the progress of the kindergarten movement, is respectfully called to the above statements.

MISS LUCY WHEELOCK,

of Boston, announces a collegiate course for young women, which is planned to include the elements of culture most desirable in the education of women and to provide for the *harmonious training of head, hand, and heart*. The length of the course is two years, and on its completion graduates who desire professional training are admitted to the kindergarten normal class. We consider this announcement of great import, second only to the required course in child-nurture inaugurated at the National Park Seminary. It offers a collegiate course which adds to its fine opportunities in literature, art, and music; such modern subjects as Psychology of Childhood and Ethics; Economics from the sociological point of view, and a general introduction to Froebel's theory of the kindergarten. The circular expresses the hope that all students

will devote one afternoon a week to some form of social work, either in connection with the clubs organized by the various settlements in the city, or in the day nurseries, where an opportunity for contact with child life is offered.

We also note that the announcement for Miss Wheelock's regular kindergarten training class offers to senior members an "opportunity for class work in several free kindergartens," which is certainly an opportunity to be coveted by students in training. Again this circular offers socializing experiences as follows: "A home is provided for a limited number of students at the Marenholz House, which is pleasantly located at the south end. Residents are expected to coöperate with some of the various agencies for social help in this neighborhood, and are thus able to gain some practical experience in settlement work. A kindergartner will be in residence to organize and direct the activities of the house."

A NEW kindergarten journal comes from the London publishers, Messrs. George Philip & Son, called *Child Life*, thus resurrecting the name of a previous private venture. It announces itself as the official publication of the Froebel Society, the Sesame Club, and the Michaelis Guild, three of the most active organizations in the service of child life now existing in the great British metropolis. *Child Life* is to be published quarterly, the first issue being dated January, 1899. The following foreword is signed by Madam E. Michaelis:

With this number *Child Life* starts on a new career under new auspices, and there is no one who more cordially wishes it success than I do. As the organ of the guild which bears my name, it did useful, if limited, work. In future it will represent not only that guild, but also the Froebel Society, and thus it will realize one of the four great aims which I put before the members of the Froebel Society in my inaugural address as their president. It is a source of gratification to me that this has come during the year of my presidency, and I venture to hope that the other three objects which I set before the society, on which I shall ask to be allowed to write in future numbers of the magazine, will before long find a similar realization. Now I will only express my pleasure at the development of this magazine, and ask all earnest Froebellians to join with me, not only in heartily wishing it success, but in doing their best to insure that success.

It was, I well know, the dearest wish of my predecessor in the office of president of the Froebel Society, the late Miss Shirreff, that the cause she loved and served so well should have a special organ in England, and our new departure would have gladdened her noble heart had she lived to see its inception. May her spirit and love inspire it!

The following tribute to American kindergarten journalism is paid by the editor on the opening page:

The ever-increasing number of subscribers in this country to American kindergarten magazines is evidence that the time has come when those interested in the education and development of young children should have an English magazine dealing with these subjects in all their various branches. Whilst keenly appreciating the good literary work done by journals in America and elsewhere, and hoping for coöperation with workers in other countries, the promoters of *Child Life* feel that there is room for an organ dealing with the subject more especially from an English point of view. The title has been chosen to express the truth that complete development can only be hoped for from the consideration of child life as a whole, in all its aspects of home and school, work and play. This magazine will, therefore, have a large scope, and should appeal to all child-lovers.

It is a winning fact that the first article in the new quarterly is by our own

American, Earl Barnes, on the subject, "A study of children's property sense." We congratulate the English kindergarten organization upon the acquisition of so indispensable a servant as an official publication.

HOME-LIFE TRAINING.

We have already announced the inauguration of the Sesame House Training School for Women, and rejoice in publishing the prospectus of what constitutes an epoch-making institution in the kindergarten history of Great Britain:

The Sesame Club, which was founded three years ago with the purpose of making the principles and progress of true education more widely known, has decided to open a Sesame House for Home-Life Training. This may be regarded as an attempt to establish in London some counterpart of a movement that has already had great success in America and on the Continent, more especially in Berlin, where the Pestalozzi-Froebel House has rapidly grown into an important educational center.

England, it must be admitted with regret, has till recently shown little sense of her backwardness in the matter of a complete and progressive educational system, and the step now taken by the Sesame Club may be looked upon as a small part of the activity beginning to be shown in many corners of the educational world.

The idea that education should be continuous and progressive, that opportunity for an all-round development should be offered, is no new one. After the board school, the high school or the schoolroom—what? Universities and training colleges afford an answer to this question in many cases; but to women not called to, or cut out for, strictly professional life they do not appeal. A knowledge of household economics, of practical hygiene, of the care of children, should be part of the equipment of every right-minded woman with high ideals for the family.

It is in the superintendence and care of children that the need of definite training is most keenly felt by the intelligent woman of today. She is accustomed to bring a trained mind to bear on intellectual difficulties, and she is dismayed to find that in the highly complex question of dealing with an immature human being she is expected to trust to "instinct" as her only guide. She has begun to demand the training for this task which is considered necessary to other highly skilled work. Students who come to the Sesame House to learn the arts of the womanly career in the nursery, the kitchen, and the house, will be taught by highly competent teachers, who will make the daily life of the home the basis of every lesson. There will be a "child-garden," to which thirty children under the school age, drawn from the artisan class, will come daily. Here the student will learn about the child, and of him there is much scientific and comparative knowledge which can and should be made available to those in daily contact with him as mothers, nurses or nursery-governesses.

Incidentally, domestic economics, such as the provision and treatment of food, ventilation, drainage, and sanitation, will be studied by the students; and such matters as hot water systems and plumbing—too long mysteries to women's minds—will be explained.

The Sesame House is not a new idea, for the same scheme has been working with the utmost success in Berlin for the past twenty years, where girls of every class go for the year's training which is recognized as being the keystone to the formal education of their youth.

The Sesame House starts under the best of auspices, for Miss Schepel (who has had twenty years' experience as the principal of the Berlin house, altho not herself a German), has kindly consented to start the scheme for the Sesame Club. A house with a garden has been chosen in Regents Park, where Miss Schepel will live, and where nine students can be accommodated as boarders; besides these, it is proposed to have several day-students. The

Sesame Club invites all who believe that girls need training for home-life, with the child as the center, to make the scheme known to their friends, and to put the committee in communication with possible students. Higher course, £8, 8s. per term; primary course, £6, 6s. per term; board and lodging, £1, 1s. per week. Certificate after three terms' training.

A prospectus, giving full particulars of courses, fees, etc., can be obtained on application to the secretary.—*The Sesame Club, 29 Dover street, Piccadilly.*

Special features of the Kindergarten Magazine for the coming school year of 1899 and 1900, beginning with September. (Subscription \$2.00. Illustrated.)

In addition to the regular Mother-Play Study Course, by Susan E. Blow, and the Normal Exchange Department, we will offer our readers the following interesting matter:

A monthly Paris letter, bringing reports of educational exhibits and congresses in Europe during the exposition year.

Psychologic Chips, brief, touching upon the current educational discussions and problems, by Dr. William T. Harris.

Kindergarten Lessons for Mothers, a series of six, showing the use of materials, gifts and plays for the baby table, by Mrs. Marion B. B. Langzettell, of Pratt Institute.

A series of translations from the German, including stories from Ida Seele and other contemporaneous workers with Froebel.

Illustrated articles on the use of "outside materials," and model program work.

Nurture of Indoor Plants and Pets, with entire reference to kindergarten, nursery, and schoolroom needs, prepared by a specialist.

All legislative privileges recorded as soon as reports on good authority are secured. Full reports of national, international, city, and state kindergarten meetings.

New books reviewed and announced.

Kindergarten Literature Company, Chicago.

CURRENT EVENTS, ITEMS OF CONSEQUENCE AND INTEREST TO KINDERGARTEN DEVOTEES

GATHERED THRU THE CORRESPONDENCE AND OBSERVATION OF
THE EDITORIAL STAFF.

The **National Educational Association** will meet at Los Angeles, Cal., July 11 to 14, 1899. The executive committee for the present year stands as follows: E. Oram Lyte, president, Millersville, Pa.; James M. Greenwood, 1st vice-president, Kansas City, Mo.; I. C. McNeill, treasurer, West Superior, Wis.; Albert G. Lane, chairman of trustees, Chicago, Ill.; Wm. T. Harris, Washington, D. C.; Irwin Shepard, secretary, Winona, Minn. □

The railroad expense over the best routes is one first class limited fare, plus \$2 membership fee, for the round trip, with diverse routes going and returning on any direct line. The tickets are good for the return until September 4, 1899, and are on sale from June 25 to July 8.

The Los Angeles local executive committee is as follows: F. Q. Story, chairman; F. Q. Story, Charles Silent, B. E. Howard, representing the Chamber of Commerce; Gen. John R. Mathews, C. B. Boothe, representing the Board of Trade; H. R. Frank, H. P. Anderson, representing the Merchants and Manufacturers' Association; C. C. Davis, J. A. Foshay, representing the Board of Education.

DEPARTMENT OF KINDERGARTEN EDUCATION: Mrs. Maria Kraus-Boelte, New York City, president; Miss Florence Lawson, Los Angeles, Cal., vice-president; Miss Mary F. Hall, Spencer, N. Y., secretary.

The headquarters of the Kindergarten department will be at Bellevue Terrace, Sixth and Figueroa streets. The city kindergartners of Los Angeles will tender a reception to the department, Wednesday evening, July 12.

Wednesday afternoon, July 12, 2:30 o'clock.

1. Character study in the kindergarten. Prof. Thomas P. Bailey, Jr., University of California, Berkeley, Cal.
2. Some criticisms of the kindergarten. Dr. Nicholas Murray Butler, Columbia University, New York City.
3. The educational use of music for children under the age of seven years. Miss Mari Ruef Hofer, Chicago, Ill.
4. In what relation stands imitation to originality and consequent freedom? Miss Mary F. Ledyard, supervisor of kindergartens, Los Angeles.

Thursday afternoon, July 13, 2:30 o'clock.

1. The mental and moral nature of the kindergarten child. C. C. Van Liew, State Normal School, Los Angeles, Cal.
2. Music in the kindergarten, Miss Anna Stovall, principal of Golden Gate Kindergarten Free Normal Training School, San Francisco, Cal.
3. The kindergarten child physically. Frederic L. Burk, superintendent of schools, Santa Barbara, Cal.
4. Naughty children. Prof. Elmer Brown, University of California, Berkeley, Cal.

Local committee, Miss Florence Lawson, chairman.

Among the addresses which will be of especial interest to kindergartners in other departments we would name the following:

"The Arts in Education," by Francis W. Parker, Chicago.
"Status of Child Study in Europe," by Prof. W. S. Monroe.

"A Curriculum of Applied Child Study for the Kindergarten and Primary School," by Frederic L. Burk, Santa Barbara.

"Children's Drawings," by Mrs. Louise Maitland, San Jose.

"Group Activity Among Children," by C. C. Van Liew, Los Angeles.

"Play Instincts," by Prof. Will S. Munro, Westfield, Mass.

"The Social End of Education," by I. W. Howarth, University of Chicago.

Newark, N. J.—On Friday evening, April 21, the kindergartners of Newark, N. J., gave a reception at the Continental Hotel in honor of Froebel's birthday. The invited guests were the members of the board of education, the principals and primary vice-principals of the city schools, the first year teachers, and the junior and senior classes of the Normal and Training School. After meeting the reception committee in the parlors the guests went to the dining-room, where a delightfully informal hour was spent. The room had been cleared of the everyday tables, and was tastefully decorated with marguerites and lilies, while the American and German flags gracefully draped Froebel's picture. The program opened with "Froebel's Birthday Song," in which all the kindergartners, including those in the training school, took part. Each carried the carnation, and "suited the action to the word, the word to the action," as she sang:

"We'll each bring a flower,
And build a bright bower,
To circle about and sing."

After the song, Miss Ada Van Stone Harris, the supervisor of primary schools and kindergartens in Newark, in a few, well-chosen words, welcomed those present, and most happily introduced Mrs. Clarence E. Meleney, of New York city:

"Our chief guest. If (s)he had been forgotten
It had been a gap in our great feast."

It was due to Mrs. Meleney's efforts that the Kindergarten Club was formed fifteen years ago and the way made clear to create public sentiment in favor of kindergartens. Mrs. Meleney congratulated the kindergartners of Newark on the work which has been accomplished in the brief two years since the public school system of Newark has been reinforced by the kindergarten, and after giving some interesting facts about Froebel and his work, closed with hearty good wishes for the continued success of the kindergarten work. To correct any erroneous ideas on the part of those unfamiliar with the teachings of Froebel as to the purpose of the kindergarten "play," Miss H. P. Carpenter, of the Normal School, spoke most gracefully and sympathetically on "The Educational Value of the Play." No better illustration could have been given than "The Knights," which was sung and played with true kindergarten spirit and abandon by the young ladies of the Senior Kindergarten Training Class of the Normal School. The Froebel March followed, many of the guests joining in the promenade, if not in the song, with the heartiest enjoyment. Miss Harris' invitation to "Take some remembrance of us for a tribute, not a fee," to "make merry with games" and "chat over the cups," became clearer when cake and ices made their appearance, together with the daintiest of favors, in the form of tiny shields, each with its suggestive illustration and apt quotation from Froebel. This gathering is doubly significant, bearing testimony not only to the enthusiasm of the kindergartners, but as well to the close and sympathetic relation which is growing stronger every month between the kindergartners and the first-year teachers in this city. To quote from Miss Harris' report to the superintendent in the Forty-Second Annual Report of the Board of Education: "The majority of our kindergartners have aimed to acquaint themselves with the work of the first grade, accepting suggestions and criticisms from the first-year teachers, hoping thereby to so link the kindergarten with the first year that the child will not be conscious of the transition from one to the other. . . . Many of our primary teachers have become greatly interested in the relationship of the kindergarten to the primary school, and have already

worked it out to some extent. With this continued earnestness of purpose, in due time the work of the kindergarten and primary grades will stand as a unit" (pp. 78-9). The growth of the kindergarten in Newark has been remarkable. Two years ago there were no kindergartens in connection with the public schools. One year ago there were twenty-three, enrolling 1,874 children. There are now thirty-seven, enrolling 3,024 children. These kindergartens are under the direction of skillful kindergartners from many representative training schools, and the greatest freedom and individuality in working out the cycle of the yearly program is seen. No one present at the reception could fail to feel the generous, sympathetic interchange of interest among those representing different phases of the educational life of the city. Truly "a little leaven leaveneth the whole."—*An Invited Guest.*

THE following list of kindergarten literature is recommended by the National Congress of Mothers:

- A Study of Child Nature, by Elizabeth Harrison. Price \$1.
 A Study of a Child, by Louise E. Hogan. Price \$2.50.
 Beckonings from Little Hands, by Patterson Du Bois. Price \$1.25.
 Children of the Future, by Nora A. Smith. Price \$1.
 Children's Rights, by Kate Douglas Wiggin. Price \$1.
 Children, Their Models and Critics, by Mrs. Oretta Aldrich. Price 75 cents.
 Early Training of Children, by Mrs. Frank Malleson. Price 75 cents.
 Finger Plays for the Nursery and the Kindergarten, by Emilie Poulsson. Price \$1.25.
 Froebel and Education by Self-activity, by H. Courthope Bowen. Price \$1.
 Froebel's Mother-Play Books:
 Mottoes and Commentaries, illustrated, translated by Susan E. Blow. Price \$1.50.
 Songs and Music, translated by Susan E. Blow. Price \$1.50.
 Froebel's Educational Laws for All Teachers, by James L. Hughes. Price \$1.50.
 Handbook for Mothers, by Mary Louise Butler. Price 15 cents.
 Home Occupations, by Katherine Beebe. Price 75 cents.
 Ideal Motherhood, booklet, by Mrs. Davis. Price 35 cents.
 In Storyland, by Elizabeth Harrison. Price \$1.25.
 In the Child's World, by Emilie Poulsson. Price \$2.
 Letters to a Mother on the Philosophy of Froebel, by Susan E. Blow. Price \$1.50.
 Little Nature Studies for Little People, by Mary E. Burt and John Burroughs. Price 30 cents.
 Leonard and Gertrude, from the German of Pestalozzi. Price 90 cents.
 Mother-Play Pictures for the Nursery, in color, 10 by 15. Price 18 cents each.
 Nature Myths and Stories for Young Children, by Flora J. Cook. Price 35 cents.
 Pestalozzi, His Life and Work, by De Guimpe. Price \$1.50.
 Picture Work for Teachers and Mothers, by Walter L. Hervey. Price 30 cents.
 Republic of Childhood, three volumes, by Kate Douglas Wiggin:
 Volume I, Gifts. Price \$1.
 Volume II, Occupations. Price \$1.
 Volume III, Kindergarten Principles and Practice. Price \$1.
 Reminiscences of Froebel, by Baroness von Bulow. Price \$1.50.
 Song Stories for the Kindergarten, paper edition, by Mildred and Patty S. Hill. Price \$1.
 Song of Life, by Margaret W. Morley. Price \$1.25.
 Study of Children, by Dr. Francis Walker.
 Stories Mother Nature Told Her Children, by Jane Andrews. Price 50 cents.
 That Last Waif, or Social Quarantine, by Horace Fletcher. Price \$1.50.

Tower Hill, Wis.—The tenth season of the Tower Hill School of Literature, conducted by Mr. Jenkin Lloyd-Jones of Chicago, opens July 17 with a two weeks' study of the poetry of Sidney Lanier, E. R. Sill, Helen Hunt, William Watson, and "other songs that have survived the singers." The second period, from July 31 to August 11, will be given to a study of Hebrew poetry, as embodied in the Psalms, Job, Proverbs, Ruth, Esther, and the "Song of Songs." The third period, from August 14 to 26, will be devoted to Robert Browning's interpretations of history, with the annual reading of Browning's "Saul," as a special feature. Tower Hill is a historic bluff on the Wisconsin River, 180 miles west of Chicago. The editor of the *KINDERGARTEN MAGAZINE* has been privileged to snatch short midsummer vacations for two successive years at Tower Hill, and has found there what many kindergartners are seeking—refreshment and fellowship with "real folks."

The author and master of Tower Hill is Mr. Jones, whose creed of simplicity and high thinking pervades the camp. He is the father of good cheer, and welcomes all. His early morning readings bring refreshment and nourishment from the classics of literature, and are attended in a body by all the Tower Hill family, young and old. To sit in Emerson pavilion, and listen to the inner voices of Browning or Whitman, while looking with half-shut eyes thru the trees to the rolling hills beyond, brings a peace and uplift of mind unequalled elsewhere. Tower Hill accommodates two score of visitors, and the cottages and tents are carefully placed in order that Nature's ways of beauty may be enjoyed by all.

Among the features that make a visit to this school memorable, are:

1. The excursions and jaunts into deep woods or across fields or up the precipitous bluffs that rise three hundred and more feet above the river.
2. The annual Sunday grove meeting, which draws the intelligent residents of farm and village from thirty miles around.
3. The Sunday evening reading of Browning's "Saul," by Mr. Jones, which is becoming an annual feature.
4. Discussions and conversations on modern social problems, under the pines or among the groups at the dining hall.
5. The simple neighborhood singing that marks the Saturday and other evening gatherings.

For circulars and accommodations (most reasonable), address Mrs. M. H. Lackersteen, 3939 Langley Ave., Chicago.

Kindergarten Summer Class at Chautauqua.—The following outline announces a course of kindergarten study, offered by the Chautauqua (N. Y.) Assembly. These courses are intended for the rank and file of kindergartners who wish to meet fellow-workers, exchange ideas, and gain deeper insight into their work. Only trained and practicing kindergartners will be admitted.

Kindergarten Methods: Games, Programs, and Gifts.—Seven and one-half hours per week (July 8-28). Games and plays—their importance and necessity; their relation to physical, psychical, and social development; type games illustrated (1st week). Programs—principles involved in their construction; traditional and modern methods contrasted (2nd week). Gifts—Froebel's gifts, modern modifications; interpretation and use of gift materials (3rd week).—*Mrs. Mary Boomer Page.*

Kindergarten Methods: Handwork, Stories, and Mother-Play.—Seven and one-half hours per week (July 29-August 18). Handwork—the "old school" versus the new; "applied" occupations; "real work;" basket-weaving (4th week). Stories—what constitutes good stories; how to judge of stories; what stories to tell; what place they occupy in kindergarten programs; lists of stories and of pictures to illustrate them (5th week). Mother Play—general classification of plays and study of one group (6th week).—*Miss Frances E. Newton.*

Kindergarten Preparatory Class.—Fifteen hours per week—five hours class work, ten hours observation (July 8-28). This class will be open to those desiring work preparatory to a future study of kindergarten theory and

methods. Applicants for admission must give evidence of fitness to pursue the course successfully, either (1) by producing documentary evidence of having attended an approved high school or an equivalent institution for at least three years, or (2) by passing an examination in English, and in one other subject, to be chosen by the applicant, viz.: either United States history, mathematics or natural science. The examination will occur on Saturday, July 8, at 10 a. m., in Normal Hall.

The work of the course will consist of (1) observation in the kindergarten, and reports on this observation; (2) class-work, covering the topics: How and what to observe in a kindergarten; kindergarten music and its relation to the child's development; elementary principles of education.—*Misses Fairbank and Brown, Mrs. Page, Dr. Hervey.*

Brooklyn, February, 1899.—Under the always hospitable management of Miss Fannibelle Curtis, the editor met the Brooklyn kindergartners and friends at the Brooklyn Institute on the afternoon of February 23. The subject as announced was, "Why I am a Kindergartner," and as we addressed that audience of earnestly appreciative fellow-workers we found the good reasons for being a kindergartner multiply and increase. The Brooklyn Institute of Arts and Sciences is an organization of citizens which aims to look after the culture interests of the many. The institute trustees are now planning to equip the Bedford Park museum with specimens, plates, and pictures illustrative of art and science, and educational material relating to all departments of knowledge, designed for children's use.

The officers of the Brooklyn Kindergarten Union for 1898-99 have been as follows: President, Miss Lillian W. Harris; vice-presidents, Miss Mary H. Waterman, Miss Fannibelle Curtis; secretary, Mrs. Clara B. Riggs; treasurer, Miss Anna E. Harvey. Miss Curtis' office in the Board of Education building is an attractive rendezvous. The large reading table is covered with the latest periodicals and helpful pamphlets and circulars. Under her enterprising hand several practical helps have found their way into the city kindergartens, such as the Brooklyn Sand Table Blocks. The I. K. U. goes to Brooklyn in 1900 and the public kindergartens of that city will be a great inspiration to every visitor.

At Saratoga Springs an informal reception was arranged for the afternoon of George Washington's birthday, in which twenty-five kindergartners participated as the guests of Misses Elizabeth and Myra Holmes. The Saratoga Kindergarten Union gathers its members from the neighboring towns as well as the city. A class of eight students are "observing" in the public kindergartens as a preparation for future training by the courtesy of the city superintendent. The handsome high school auditorium was opened for the evening address and was well filled. Mothers' meetings are held regularly in connection with all the public kindergartens of Saratoga. A recent carnival held in the city netted a good fund for the improvement and decoration of the kindergartens. As elder sisters to the kindergartners Misses Elizabeth and Myra Holmes are responsible for the development of the work, and the organization known as the Kindergarten Union, which is also a branch of the I. K. U.

Questionnaire on the Perception of Rhythm by Children.—The undersigned begs your coöperation in a study of the rhythm sense of children, by answers to so many of the following questions as may be convenient, or by the suggestion of anything else that you may have noticed of a similar kind.

I. How early in life do children begin to be interested in music with a marked rhythm, trying to dance or keep time with it with movements of body, arms, or voice? Please give any cases that have come under your notice, stating the age of the child and whether a boy or girl.

II. How early do children begin to be interested in nursery rhymes and jingles? Have you known of cases where poetry was liked before the words of it could be understood? In repeating poetry do children get the correct rhythm when they fail to get all the words? Do nonsense syllables take the place of the words omitted?

III. Have you noticed any favorite rhythms among children, either in music or poetry, or in drumming with the fingers, or in rhythmical shouts (like college yells)? Do they prefer music to waltz time or march time? Does this differ with age?

IV. Have you observed any time during the period of childhood or adolescence in which there is a marked increase of interest in music, marching, dancing, automatic tapping, rocking, swaying, swinging, or any other rhythmic movements?

V. Describe cases in which a special desire has arisen for jig or clog dancing; for playing the banjo or drum. State sex of child and age in which the phenomenon first manifested itself.

VI. Have you ever noticed any children to be especially deficient in a sense of rhythm, unable, for example, to keep step in marching or to keep time in calisthenics, or to learn to dance? How young may a child learn to dance in perfect time?

VII. Have you ever made use of rhythmical repetitions or of rhymes in the teaching of things difficult to retain in memory? Do you think the method could be extended with advantage?

*Clark University,
Worcester, Mass., May, 1899.*

G. STANLEY HALL,
or CHARLES H. SEARS.

THE second annual meeting of the New Orleans Free Kindergarten Association was held on April 27. Prof. J. H. Dillard, of Tulane University, was elected president for the coming year. Mrs. Reuben J. Bush, the retiring president, was elected second vice-president. Mrs. Bush is the daughter of the late James Robinson Boise, whose name is inseparably connected with Chicago University. She is a woman of rare culture and of beautiful Christian character. The association offered her a vote of thanks for her most efficient and tireless service as its presiding officer since the time of its organization. The recording secretary of the association is Mrs. John M. Ordway, professor of chemistry at the Sophie Newcomb College, and the other members of the association board are men and women who represent the culture, refinement, and philanthropy of the city of New Orleans.

Tho the association has had to pass thru two periods of yellow fever during the two autumns of its existence, it has stood its own bravely and weathered the storm in the midst of great financial depression. Now that it is believed that the fever is forever banished from our doors, the work may steadily progress, it is hoped, right onward.

The reports of the five free kindergartens and of the training school showed that during the year 340 children had been enrolled, and that there are twenty normal students now in training. Of the twenty young women who received diplomas at the first commencement of the training school in January, sixteen are today actively engaged. The training school is conducted by Miss Katharine N. Hardy. The work is thoroughly progressive, keeping in touch with the best educational thought of the day. Its object is to bring women to a full realization of their responsibility as the natural guardians and rightful teachers of little children, and to make them efficient in the discharge of this sacred duty. In doing today all that its circumstances and means will allow, it hopes to be a power for good in the development of the little children and in the improvement of educational conditions not only in New Orleans, but in other parts of Louisiana and the South.

Arkansas.—Previous to the autumn of 1896 there had been no organized effort in Arkansas to arouse interest in kindergarten work. At this time Mrs. Henry M. Cooper, formerly of Chicago, came to take up her residence in Little Rock, having been for several years under the inspiring influence of Miss Elizabeth Harrison's teachings in Chicago. By means of lectures, addresses, and entertainment and personal conferences a permanent interest was soon aroused. A mothers' class was the first evidence of this interest. In order to foster the intelligent enthusiasm, Mrs. Cooper called to Little Rock

a competent kindergartner, and became personally responsible for all expenses above the income of patronage. Previous to the permanent organization, Mrs. Cooper was delegated by the mothers' class to attend the First National Congress of Mothers which convened at Washington, February 17, 18, and 19, 1897. The report of this congress was received with such enthusiasm that it was at once decided the mothers' class should broaden into a larger interest, and thus was born the Arkansas Froebel Association, which was formerly organized April 21, 1897. The energetic spirit of the promoters of this work was manifested at the final meeting of the executive board, which met in June of this same year, when it was unanimously decided, with the exception of one vote, that a normal kindergartner be brought to Little Rock for the purpose of opening a representative kindergarten and training class. The first year of the training school work was carried on by Miss Marie Hough, of the St. Louis Training School. This past year Miss Mabel Amy McKinney, a graduate of the normal course of the Chicago Kindergarten College, has had the training school in charge. The association has maintained the training work and a free kindergarten, as well as a mothers' class, during the two years. The first class of young ladies, having completed the prescribed two years' course, will be graduated in June. The interest has been steadily increasing since the beginning, and the association feels that the earnest efforts of those who have worked so faithfully in the two years past cannot fail of bearing fruit.

THE Corsicana (Tex.) Kindergarten Association, with Mrs. M. D. Scales as president, has sent an able memorial to the twenty-sixth legislature of the state during this past year, petitioning an appropriation for the kindergarten education of children below eight years of age. It is one of the most comprehensive and business-like arguments that has yet been presented to a legislative body, and we urge all who are making similar efforts to secure a copy of it. We quote the following closing statement from the seven-page memorial:

"France has the system, and ten years ago had 741,224 children in the school between three and six years old. The population of France, it must be remembered, is more than a third less than the United States. Five years ago the children in the kindergartens of the United States were only 50,423. Switzerland was the first country to adopt Froebel's system, and at that time it was the only republic in Europe. France did not adopt it until she became a republic. And yet Froebel, the founder of the system, who came from the Thuringian forest of Germany, is quoted as saying, 'The spirit of American nationality is the only one in the world with which his method was in complete harmony and to which its legitimate institutions would present no barrier.'

"Texas is a great state, always looking after the interests of her children. We know she will not remain a laggard in this mighty march of mental and physical force.

"We trust that your honorable body will see its way clear to comply with the request herein made. We believe that the appropriation can be made without becoming offensive to the constitution, and that it will only be yielding to the demands of the great mass of the people.

"We suggest that the appropriation be surrounded by such safeguards as will not make the attendance larger than the teaching force to be supplied. We suggest as a safeguard that an appropriation be made to such localities as will supplement the appropriation by endowment or local tax.

"All of which is respectfully submitted."

Kraus Alumni Kindergarten Association—At the regular monthly meeting of the Kraus Alumni Kindergarten Association, held on the last Saturday in April, a more interesting and helpful address was given by the permanent chairman of the association, Mrs. Maria Kraus-Boelte, on "Sewing Without Needles." Mrs. Kraus said that the work was intended to be preliminary to the sewing, and then went on to explain and show how the work could be

carried out, following the same general plan used in the gifts and occupations. Beginning with the simple vertical and horizontal lines, forms of life, symmetry and knowledge can be carried out, and as there is no pricking, no threading of a needle, it would seem to be a final answer to those who find so much fault with the perforating and sewing. The materials used are cardboard, checkered in one inch, or one-half inch squares, and worsted.

The address was listened to with the deepest interest, for Mrs. Kraus when teaching or working out some educational principle, is as one "speaking with authority;" and at the close of the meeting an unanimous vote of thanks was tendered the speaker by the members of the association for the privilege they had enjoyed in hearing her explain the "Sewing Without Needles," before giving it to the public.—*Cora Webb Peet, 31 Burnett St., East Orange, N. J.*

"The Children's Gardens in the Kindergarten" is an all-important chapter in "Education by Development," in which we are given Froebel's own statement of the place and purpose of *real gardens*. It also gives a careful plan of the arrangement of the ground for a garden for twenty-nine children, the preparation of soil; space allowed to each child, and how to keep the records of the work; how to care for seeds and preserve the annual plants. The following practical paragraph indicates the treatment of the subject:

In their own little beds the children can plant what and how they will, also deal with the plants as they will, that they may learn from their own injudicious treatment that plants also cannot grow well unless they are treated carefully according to laws. This will be shown to them by the plants in the common bed, which they must observe carefully, so that they may calmly notice them in their development from the seed thru the germinating, growing, blossoming and fructifying to the seed again.

WEST VIRGINIA.—The following bill passed the legislature of West Virginia during February, and we quote as follows:

"1. That the board of education of any school district, or any independent school district in which there is a city, town, or village of one thousand population or more, may establish in connection with the schools of such district a kindergarten, to which may be admitted children between the ages of four and six years, under such regulations as may be prescribed by law for the admission of youth to the other schools of such district.

"2. Every person employed as a teacher in such kindergarten shall either hold a diploma from a kindergarten college, or in addition to holding such a certificate as is required of other persons employed as teachers in the schools of this state, be duly examined as to kindergarten methods and theories, in such manner as the board of education may prescribe."

At the annual meeting of the Chicago Kindergarten Club on Saturday, May 13, the following officers were elected for the ensuing year:

President, Miss Bertha Payne; vice-president, Mrs. Bertha Hegner; recording secretary, Miss Jessie L. Green; corresponding secretary, Miss Grace Moss; treasurer, Miss Grace Fairbank. Board of directors is: Mrs. Alice H. Putnam, Mrs. Mary B. Page, Miss Elizabeth Harrison, Miss Anna E. Bryan, Miss Mary J. Miller, Miss Carrie J. Parrey.

Following the business meeting an informal program was given by the members. Miss Mary Sprague sang two beautiful, childlike songs. Miss Bertha Payne sang two Irish melodies, and Miss Grace Fairbank sang Hindoo melodies. Miss Lucine Finch told stories belonging to the sunny South in just the way that her colored mammy had told them to her.—*Carlotta L. Steiner.*

"The Influence of Froebel," is a popular lecture, arranged by Rev. George H. Grannis, illustrated with one hundred stereopticon slides, for church and general audience use. Rev. Grannis outlines the life and teachings of Froebel and epitomizes his life and work as follows:

One of the loftiest of spirits.

One of the wisest of philosophers.

A discoverer in child nature.
 A seer far ahead of his times.
 An emancipator of childhood.
 A faithful interpreter of Jesus' teachings.
 The founder of the kindergarten.
 Address Rev. George H. Grannis, Grossdale, Ill.

The Perry Pictures and The Perry Magazine.—The publication of *The Perry Pictures* made it possible for the children of this country to become acquainted with, and to own reproductions of the world's greatest works of art. More than twelve hundred subjects have been reproduced, and these are sold at only one cent each, postpaid, for twenty-five or more. Four beautiful samples of these pictures are offered for two two-cent stamps in advertisement on another page. The only way to appreciate their beauty is to see the pictures themselves. *The Perry Magazine* will aid teachers and parents in the use of pictures in the school and home. For a limited time the publishers, The Perry Pictures Company, Malden, Mass., offer their magazine premium set of one hundred Perry pictures and the magazine one year—all for \$1.40. See advertisement on another page.

Pestalozzi Celebration.—Professor Rein, of Jena University, addressed a large audience in German in London, at a meeting to commemorate Pestalozzi's going to Stanz; one of the most important crises in the eventful life of the great Swiss. Professor Rein was fervently eloquent. He alluded to Napoleon's empire, which is now gone, but Pestalozzi's yet remains. He called Pestalozzi the Napoleon of education. He spoke of Pestalozzi, Herbart, and Comenius as "a trio complimentary to one another." The address closed with the remark that "true education knows no nationality." At this same meeting Lady Isabel Margesson paid tribute to Pestalozzi's "How Gertrude Teaches Her Children."

CREDIT should be given Mrs. H. L. Glenn, training teacher at Helena, Mont., for drafting the kindergarten bill which was presented to the legislature of that state during the past winter. Mrs. Glenn is a graduate of the former training school at Des Moines, Iowa, which was conducted by Mrs. Collins; is also the superintendent of one free kindergarten and one private kindergarten in Helena. She writes: "I have taken your magazine for many years, and I cannot tell you what a source of inspiration it has been to me, so far away from other kindergartners." The ladies of the Unitarian church of Helena support a free kindergarten.

THE kindergarten section of the Ontario Educational Association met in Toronto during Easter week as usual, the average attendance at the different sessions, being about sixty. The greater part of the program was contributed by members. Professor Hume, of Toronto University, gave a very interesting address on "How to Think," and Miss Adair, of the Philadelphia Normal School, sent a paper. The officers for the year are: President, Agnes E. Mackenzie, London; director, Mary E. Macintyre, Toronto Normal Kindergarten; secretary, Jean R. Laidlaw, London.

The Golden Gate Kindergarten Association of San Francisco, Cal., has received \$7,400 from the estate of the late Charles Mayne, and by the will of the late Harriet Cooper, daughter of the late Sarah B. Cooper, founder of the Golden Gate Association, the free normal training school of the association has received \$2,000. During her connection with the association as deputy superintendent, Miss Cooper took special interest in the training school, and in her will stated that the fund should be in charge of Anna M. Stovall, principal of the training school.

CLARK UNIVERSITY SUMMER SCHOOL. The seventh session of this summer school will be devoted entirely to the work of psychology and related topics, and announces itself as a school of psychology, physiology, anthro-

pology, and pedagogy, and will cover two weeks' time. Among other interesting subjects for general evening lectures, Dr. G. Stanley Hall is announced to speak on the "Outline of the Reformed and Reconstructed Kindergarten." Address for circulars, Mr. Lewis N. Wilson, clerk of Clark University, Worcester, Mass.

THE German embassy at Washington, D. C., was the scene of a most interesting kindergarten celebration on Froebel's birthday, last April, the ball-room being transformed into a flower garden, the flowers having been sent from the White House by Mrs. McKinley. The flags of Germany, England, and America, loaned for the occasion by Sir Julian Pauncefote, were draped together at one end of the hall. Addresses, plays, music and greetings made up the program.

WORK FOR THE NATIONAL CONGRESS OF MOTHERS.—Why would it not be a worthy work for this energetic organization to secure the revision of the curriculum of the women's colleges, seminaries, and normal schools, so that they would include some studies in child nurture, family nurture, and home making? See the able article in this issue by Mrs. Vesta H. Cassedy on "Child Nurture—A Required Study in Women's Schools."

Do you know how to care for birds, plants, and pets in the kindergarten, and do you know how to teach your assistants not to neglect or overlook their daily needs and specific requirements? A sickly plant or unthriving bird is a disgrace to any kindergarten. We are having prepared a series of practical articles on this subject, to appear in the coming volume of the KINDERGARTEN MAGAZINE.

Henrietta Noa contributed an interesting article on Henry Barnard to the Berlin national organ of the German Kindergarten Association, which appeared in its April issue. In mentioning his great age she added: "His name is still preëminent, and he is foremost among coworkers upon the staff of the Chicago KINDERGARTEN MAGAZINE."

A PUBLIC meeting was held under the auspices of the Philadelphia Auxiliary of the National Congress of Mothers, May 16. The subject followed out the line suggested by Mr. Fletcher in his address before this organization in March, "How Best Can We Obtain Social Quarantine?" An address was made by Miss C. P. Dozier, of New York.

THE September number of the KINDERGARTEN MAGAZINE will bring a complete report of the Los Angeles National meeting, with a picture of the most beautiful school garden in our country as a frontispiece, viz.: the children's garden at the Los Angeles Normal School. See program of meeting elsewhere.

THE 117th anniversary of the birth of Friedrich Froebel was appropriately and delightfully celebrated by the united family of Froebel Institute, Lansdowne, Pa.; children, teachers, fathers and mothers, and grandmothers in one grand circle of coöperative education of about two hundred members.

THE German Kindergarten Association held its third annual meeting May 22 to 25, in Blanckenburg, Thuringen. An extensive program, including excursions to all Froebel points of interest and public games, occupied the time. We hope to have a full account of this celebration in an early number.

AN experienced kindergartner desires educational position in family, or charge of motherless or delicate child under twelve. Highest references. Southern California preferred. Address Miss M., care Kindergarten Literature Company.

MISS SUSAN BLOW conducted a course of lectures in Buffalo, N. Y., during the month of May, under the auspices of the Kindergarten Union of that city. The lectures were well attended by mothers, kindergartners, and teachers.

THE public kindergarten examinations of the city of Chicago take place on June 8, at the Scammon School. The candidate must be at least twenty years of age, and be free from any physical disability likely to impair the usefulness of a kindergartner. She must also show evidence that she has had an education equivalent to that of the high school course of Chicago, and a two years' training equivalent to the professional courses now offered by the following named institutions: Chicago Froebel Association, Chicago Free Kindergarten Association, Chicago Kindergarten College, Chicago Kindergarten Institute. The examination will be made on the following subjects: 1. The Elements of Psychology and the History and Literature of the Kindergarten; 2. Methods of Kindergarten Instruction, Occupations, Music. Assistant Superintendent Boyer is in charge of all examinations.

FOR the benefit of our readers who may desire to know more about the very valuable Goldthwaite's collapsable globe of the world advertised in a recent issue, we take personal interest in recommending it, having a copy in use in our office. It is everything and more than represented.

MRS. MARY BOOMER PAGE will conduct a round table, at the Springfield Summer Conference of Physical Training, on the subject of "What Should be the Determining Factors in the Progression of Games in the Kindergarten." Dates of this school are June 14-27, 1899.

JUNE 28 of the year 1900 marks the sixtieth anniversary of the establishment of the first kindergarten by Froebel at Blanckenburg, Thuringen. Suggestions are called for as to a fitting celebration of this great day by kindergartners thruout the United States next June.

"Psychology and Life" is the title of Hugo Münsterburg's new book, in which he treats of psychology in its relation to physiology, education, art, history, and mysticism. This book will bring invigorating culture to all interested in these lines.

"I HAVE been greatly interested in your Normal Training Exchange department of the KINDERGARTEN MAGAZINE, and believe it will do a great work toward unifying the kindergarten and elementary schools.—*Ada Van Stone Harris, Newark.*

A NEW bust of Froebel has been completed by Miss Elizabeth R. Humphrey, after having made a careful study of all accessible representations of the kindergarten master. The bust is fourteen inches high. Price \$1.50.

THE city council of Buffalo has granted the use of a room in school No. 60 to Miss Kidd for a kindergarten, with the understanding that parents may pay a small fee for the privilege of their children attending.

NINETY-SIX per cent of the spelling done in modern schools is done correctly, and this in spite of the fact that spelling-book drill is no longer the chief end and aim of schools.

"MONKEY-SHINES," as applied to childish gambols, is a strictly scientific term, belonging to anthropological and Darwinian vocabularies.—*Anna Williams, Philadelphia.*

THE common game known as Tag, and other counting out plays, date back to the ancient war custom when prisoners were counted out for sacrifice.

IT seems to me the magazine grows better all the time. I rejoice in the good being done.—*Margaret Murphy, Lancaster, Ky.*

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